OrganicERs Newsletter Vol. 6 No. 2

Organic Education Resources

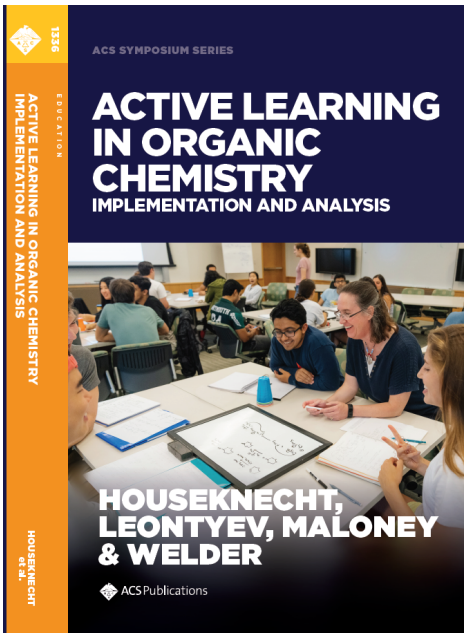
A *cCWCS* Community of Scholars

Milestone for OrganicERs

OrganicERs has passed the 500 member mark with a current total of 512. Faculty from 49 states, four Canadian provinces, and 18 countries around the world now have access and can submit to the collection of pedagogical materials for organic chemistry.

To improve and maintain the utility of the OrganicERs website, we always need new content of all types. If you feel reticent about submitting your own course materials, then websites, animations, videos, books, and publications that you found useful and interesting are certainly welcome.

Active Learning in Organic Chemistry: Implementation and Analysis, ACS Symposium Series Book 1336



Active Learning in Organic Chemistry: Implementation and Analysis, J. Houseknect, A. Leontyev, V. Maloney, and C. Welder is now available in the ACS Symposium Series eBooks. The chapters are based on presentations from the Active Learning in Organic Chemistry Symposium at the 2018 BCCE at Notre Dame University. It includes detailed descriptions of how various methods of active learning were incorporated in organic courses, and the impact of these practices on learning, scores, DFW rates, and surveys of student attitudes towards the courses. For those considering active learning for their students, this book should provide specific guidance for how to do so and what rewards and challenges to expect. (read more)

Effective Implementations of a Partially Flipped Classroom for Large-Enrollment Organic Chemistry Courses: Synopsis

First to introduce myself, my name is Matt Casselman, am a relatively new member of the OrganicERs leadership board, and currently teach at the University of California, Riverside (UCR) as an Assistant Professor of Teaching in the Department of Chemistry. Here at UCR, I predominantly teach introductory organic chemistry (sophomore year) as well as an upper-division organic laboratory course. My introductory organic classes are on the larger side, with up to 300 students in a single lecture hall. My approach to these classes to keep students engaged using active learning and my research interests are how to effectively design an effective learning environment for students. I recently wrote about my efforts in a recent ACS Symposium Series book, *Active Learning in Organic Chemistry: Implementation and Analysis*. My chapter, *Effective Implementations of a Partially Flipped Classroom for Large-Enrollment Organic Chemistry Courses*, discussed what approaches I have used, successful and less successful, to engage students in an active flipped classroom with nearly 300 students. (read more)

Measuring Actual Learning versus Feeling of Learning in Response to Being Actively Engaged in the Classroom

Recently, Deslauriers et al published results about student perceptions versus actual performance in an active learning class in PNAS. Their findings will be of interest to anyone considering incorporating or currently using active learning for their courses and how it will impact not only student learning but also course evaluations. They found that although student performance on topics covered through active learning led to improved scores, the students felt they learned more in a traditional passive lecture. The authors suggested interventions to improve student attitudes towards active learning. (read more)

Board Members' Picks

Some publications, presentations, and events that caught our interest

From Vincent Maloney

Farhat, N. J.; Stanford, C.; Ruder S. M. Assessment of Student Performance on Core Concepts in Organic Chemistry. *J. Chem. Educ.* **2019**, *96*, 865-972.

This article demonstrates how wide the gap between what students actually learn and what we hope they can be.

Healy, E. F. Should Organic Chemistry Be Taught as Science? *J. Chem. Educ.* **2019**, *96*, 2069-2071.

Upcoming Events

Southwest & Rocky Mountain Regional Meeting (SWRM/RMRM), November 13 - 16, El Paso, TX

ACS National Meeting & Expo Macromolecular Chemistry: The Second Century, March 20 – 26, Philadelphia, PA

Central Regional Meeting (CERM): Envision Tomorrow's Chemistry, May 27 – 29, Columbus, OH

Middle Atlantic Regional Meeting (MARM); Chemistry in Focus, June 12, New York City

Northwest Regional Meeting (NORM): Peak Challenges, Oceans of Opportunity June 28 – July 21, Bellingham, Washington

26th Biennial Conference on Chemical Education, July 18-23, Corvallis, OR