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| S.No. | Name of Journals | Vol.No. | Pages |
|--------------|---------------------------------------|----------------|--------------|
| 1 | अनौपचारिकता | 46(5-6) | 1 |
| 2 | Current Science | 119(2-3) | 2-6 |
| 3 | Edutracks | 19(9,11) | 7-8 |
| 4 | Journal of Chemical Education | 97(4-5) | 9-21 |
| 5 | मधुमती | 60(3,7) | 22-25 |
| 6 | Mathematics Teaching | 113(5-7) | 26-31 |
| 7 | Professional Development in Education | 46(2) | 32 |
| 8 | Resonance | 25(7) | 33-34 |
| 9 | साहित्य अमृत | 25(1) | 35 |
| 10 | School Science Review | 101(376-377) | 36-39 |

अनौपचारिका, वर्ष 46 अंक 5-6, मई- जून, 2020

समानो मनः समितिः समानी समानं मनः महचिन्तयन्तम्।
समानं मनःपरिचिन्तयन्ते चः स्वामेन यो हविषा जुहोति॥
समानी च आकृतिः समाना हृदयानि चः।
समानमस्तु यो मनो यथा चः सुखदायिनि॥

कल्पेद

अनौपचारिका

समकालीन शिक्षा-चिन्तन की पत्रिका

वर्ष : 46 अंक : 5-6

• वैशाख-ज्येष्ठ-आषाढ़ वि.सं. 2019

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दि.सं. 24/8/2020
हस्ताक्षरः [Signature]

• मई-जून, 2020 (संयुक्तांक)

क्रम

05 | अपनी बात
अब हमें लौटना होगा...

07 | विरासत
हरबोला गाए-सत कथा सुनाए

11 | व्यथा-कथा
जब इंसानियत का दम घुट रहा था

12 | आलेख
क्या है कोरोना ?

14 | कविता
हबनाथ की कविता

16 | आलेख
आज की जरूरत : ऑनलाइन शिक्षा

18 | लेख
तालाबंदी में बच्चों की शिक्षा

20 | जाति विरोधी योद्धा
अर्ष्यकली को याद करेंगे !
जाति प्रथा का नाश करेंगे !

22 | समिति समाचार
क्या हो रहा है समिति में ?

25 | पिछला पन्ना
मौलश्री के संग...

पाठक क्षमा करें

अनौपचारिका का मई-जून,
2020 (संयुक्तांक) कोरोना
काल की विवशता के कारण
विलम्ब से प्रकाशित हो रहा है।
पाठक इस देरी के लिए क्षमा
करें। □ सं.

संस्थापक संपादक एवं संरक्षक : रमेश धानवी | कार्यकारी संपादक : प्रेम गुप्ता | प्रबंध संपादक : दिलीप शर्मा
वार्षिक शुल्क तीन सौ पचास रुपये | संस्थागत वार्षिक शुल्क पांच सौ रुपये | मैत्री समुदाय तीन हजार रुपये



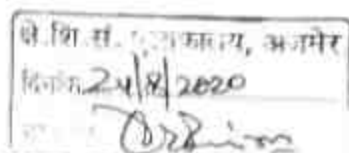
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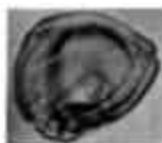


CURRENT SCIENCE

Volume 119 Number 2

25 July 2020

- 162 **In this issue**
-
- EDITORIAL**
- 163 **Scholarships: Small investments and big returns in science**
N. Sathyanurthy
-
- CORRESPONDENCE**
- 165 **Teaching and research – online, Dipankar Chatterji ■ 165 Is the genus *Biswamoyopterus* that cryptic?**, Murali Krishna, Hiranmoy Chetia and Firoz Ahmed
-
- NEWS**
- 167 **Current Science Reports**
-
- OPINION**
- 171 **Vaccine and drug trials in the COVID-19 pandemic: lessons for India**
Alok Bhattacharya, Sudha Bhattacharya and Viswa Mohan Katoch
- 172 **Can sulphated polysaccharides from seaweed provide prophylactic and/or therapeutic solution to COVID-19 pandemic?**
Ashish Kumar Jha, Suscela Mathew and C. N. Ravishankar
-
- SCIENTIFIC CORRESPONDENCE**
- 174 **Estimation of leaf chlorophyll content in wheat using hyperspectral vegetation indices**
Sanatan Pradhan, Kali Kinkar Bandyopadhyay, Vinay Kumar Sehgal, Rabi Narayan Sahoo, Pravukalyan Panigrahi, Gopal Krishna, Vinod Kumar Gupta and Devendra Kumar Joshi
-
- REVIEW ARTICLE**
- 176 **Ultraviolet-B radiation: a potent regulator of flavonoids biosynthesis, accumulation and functions in plants**
Avantika Pandey and Shashi Bhushan Agrawal
-
- SPECIAL SECTION: PALEOCLIMATE STUDIES IN INDIA**
- 186 **Preface**
Manish Tiwari and Arun Deo Singh
- 189 **Tree-ring-width chronologies from moisture stressed sites fail to capture volcanic eruption associated extreme low temperature events**
Ram R. Yadav and Jayendra Singh
- 195 **Late Pleistocene–Holocene vegetation and climate change from the Western and Eastern Himalaya (India): palynological perspective**
Ratan Kar and M. Firoze Quamar
- 219 **Rapid lake level fall in Pangong Tso (lake) in Ladakh, NW Himalaya: a response of late Holocene aridity**
Pradeep Srivastava, Anil Kumar, Randheer Singh, Oshin Deepak, Arijit M. Kumar, Yogesh Ray, R. Jayangondaperumal, Binita Phartiyal, Poonam Chahal, Pankaj Sharma, Rupa Ghosh, Narsh Kumar and Rajesh Agnihotri



- 232 **Fluvial archives of north and northwestern India as recorders of climatic signatures in the late Quaternary: review and assessment**
Rajiv Sinha, Ajit Singh and Sampat K. Tandon
- 244 **Addressing post monsoon variability from speleothems**
Shraddha Band and M. G. Yadava
- 255 **Millennial to quasi-decadal variability in Antarcctic climate system as evidenced from high-resolution ice core records**
Meloth Thamban, Walim Rahman and C. M. Lalraj
- 265 **Orbital forcing controlling dry time carbonate precipitation temperature over landmass in the northern mid-latitude during last 50,000 years revealed from carbonate clumped isotope thermometry**
Vogaraj Banerjee, S. Thamizharasan and Prosenjit Ghosh
- 273 **Potential of reef building corals to study the past Indian monsoon rainfall variability**
Supriyo Chakraborty
- 282 **Evolution and dynamics of the denitrification in the Arabian Sea on millennial to million-year timescale**
Shubham Tripathi, Padmasini Bebera and Manish Tiwari
- 291 **Tracking Indian monsoon variability from changes in sediment provenance**
Neeraj Awasthi and Jyotirranjan S. Ray
- 307 **Use of coccolith based proxies for palaeoceanographic reconstructions**
Pallavi P. Choudhari, Shramik M. Patil and Rahul Mohan
- 316 **The past climate of the Indian region as seen from the modelling world**
Charan Teja Tejavath, Pankaj Upadhyay and Karumuri Ashok
- 328 **Monsoon reconstructions using bulk and individual foraminiferal analyses in marine sediments offshore India**
Kaustabh Thirumalai and Steven C. Clemens
-
- RESEARCH ARTICLES**
- 335 **Variability in morphology and composition of silica nanoparticles derived from different paddy cultivars**
Manpreet Kaur and Anu Kalia
- 343 **Studies of extreme gust storm events in Bengaluru, India**
Jyotirmayee Satapathy and G. S. Bhat
- 352 **Damage assessment of recent Indian earthquakes: review of existing rapid visual screening schemes**
Pranab Kumar Das, Sekhar Chandra Dutta and Piyali Sengupta
- 364 **Classification of urban bus-stop catchments for selecting appropriate sidewalk facility on access roads**
Subhojit Roy and Debasis Basu
-
- RESEARCH COMMUNICATIONS**
- 374 **Solvent effects on protonation process of clindamycin in mixed solvents**
Fateme Farrokhmanesh, Farhoush Kiani, Ali Farajtabar, Fardad Koochyar and Seyed Hassan Noshirvankolaei
- 377 **Soil organic carbon prediction using visible-near infrared reflectance spectroscopy employing artificial neural network modelling**
Justin George, K., Suresh Kumar and R. Arya Raj



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CURRENT CONTENT ALERT SERVICES

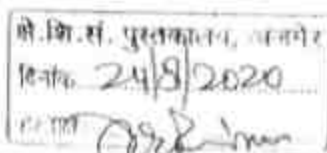
- 382 **Retrieval of total precipitable water from thermal infrared observations of INSAT-3D imager over the ocean**
Rishi Kumar Gangwar and P. K. Thapliyal
- 390 **COVID-19 lockdown a window of opportunity to understand the role of human activity on forest fire incidences in the Western Himalaya, India**
Anitesh Gupta, C. M. Bhatt, Arijit Roy and Prakash Chauhan
- 398 **Foliar micromorphometric adaptations of micropropagated plants of *Oldenlandia herbacea* (L.) Roxb. – an important medicinal herb**
J. Revathi, M. Manokari, S. Priyadarshini and Mahipal S. Shekhawat
-
- BOOK REVIEWS**
- 402 **Glimpses of Acharya P. C. Ray's Work in Chemical Science.** Animesh Chakravorty, reviewed by Kankan Bhattacharyya
- 403 **Particle Physics and Cosmology.** S. N. Mukherjee; reviewed by Probit Roy
-
- PERSONAL NEWS**
- 405 **Sheela Kusumgar (1939–2020),** M. G. Yadava



◀ **COVER.** Natural archives and proxies of past climate variability. See special section.

The editor thanks Dr Manish Tiwari (National Centre for Polar and Ocean Research, Goa, India) and Dr Arun Deo Singh (Centre of Advanced Study in Geology, Varanasi, India) for agreeing to be Guest Editors for special section.

Indexed in CURRENT CONTENTS/GEODASE/CHEMICAL ABSTRACTS/BIOMED SCOPUS/WEB OF SCIENCE



CURRENT SCIENCE

Volume 119 Number 3

10 August 2020

- 418 **In This Issue**
- GUEST EDITORIAL**
- 419 **Science close to checkmating COVID-19**
Prathana S. Mainkar, V. Ambica and S. Chandrasekhar
- CORRESPONDENCE**
- 421 **Knowledge drain versus brain drain, B. S. Chhikara ■ 421 Indicators of changing ecosystems: aquatic bird mass mortality in Sambhar Salt Lake, Rajasthan, India, Das Lal Bohra**
- NEWS**
- 423 **'Accelerate Vigyan' – Aggregating skill development in S&T, Rajeev Kumar Mehajan and Sandeep Verma ■ 424 Prospective applications of artificial intelligence/machine learning techniques in earth sciences, Bipin Kumar, Ravi S. Najandah and Moumita Bhosmik ■ 426 Current Science Reports**
- COMMENTARY**
- 430 **It's anyone's game: the race to quantum computation, Jainendra K. Jain**
- SCIENTIFIC CORRESPONDENCE**
- 433 ***Mangifera camptosperma* Pierre, a wild relative of mango exhibits ovipositional antixenosis to Oriental fruit fly, *Bactrocera dorsalis* (Hendel)**
P. D. Kamala Jayanthi, M. R. Dinash, M. Sankaran, P. Saravan Kumar, Vivek Kempraj, M. A. Ravindra and D. V. Sudhakar Rao
- 435 **A technique to collect male stingless bees**
Shashidhar Viraktamath, N. Tanuja and P. Nirmala
- GENERAL ARTICLES**
- 438 **A bibliometric analysis of research on rice and irrigation from the 'Agronomy' category based on the Web of Science**
Jie Sun and Bao-Zhong Yuan
- 447 **The historical roots of carotid artery stenting literature: an analysis of cited references**
Andy Wai Kan Yeung
- REVIEW ARTICLES**
- 451 **Gut microbiota: metabolic programmers as a lead for deciphering Ayurvedic pharmacokinetics**
Anagha Ranade, Shivani Gayakwad, Shridhar Chougule, Amey Shirolkar, Sudesh Gaidhani and Sharad D. Pawar
- 462 **Redox gateway associated with adventitious root formation under stress and hormonal signalling in plants**
Durga Kora and Soumen Bhattacharjee
- RESEARCH ARTICLES**
- 473 **Identifying the design skies for Indian tropical climatic conditions**
Nabeel Ahmed Khan, Paras Malik and Bishwajit Bhattacharjee

- 485 **Evaluation of non-linear root water uptake model under different agro-climates**
Arunava Poddar, Navsal Kumar, Rohitashw Kumar, Vijay Shankar and M. K. Jat
- 497 **Wave attenuation by heterospecific coastal vegetation – modelling through response surface methodology on synthetic plant meadows**
S. Hemavathi and R. Marjula
- 507 **Influence of salinity stress on bacterial diversity from a marine bioinvasion perspective: evaluation through microcosm experiments**
Nishanth Kuchi and Lidita Khandeparker
- 526 **Detection of submerged harbour using GEBCO and MBES data, in the offshore region of ancient port city Poompuhar, South India**
SM. Ramasamy, J. Saravanel, K. Palanivel, C. J. Kumaran and D. Rajasekhar

RESEARCH COMMUNICATIONS

- 535 **The H1N1 factor and inverse correlation between death rates due to COVID-19 and influenza-pneumonia**
Ajit Haridas and Gangan Prathap
- 539 **Space-based observations on the impact of COVID-19-induced lockdown on aerosols over India**
Yogesh Kant, Debashis Mitra and Prakash Chauhan
- 545 **Impact of climate change on the heavy rainfall events during June to September over Kerala (1901–2019)**
Divya E. Surendran, Latha Sridhar, Aradhana Kumari, O. P. Sreejith and D. S. Pai
- 551 **Stress analysis between tunnel and slope for single as well as multiple tunnel scenarios: a numerical modelling approach**
Ragini Krishna Nikumbh and K. Ram Chandar
- 556 **Wind-blown, flash flood-deposited sands of Hagari River, Anantapur district, Andhra Pradesh, India**
Vishwas S. Kale, A. C. Narayana and Manoj K. Jaiswal
- 559 **Flexistyly – a structural and functional contrivance for successful pollination in *Lathyrus aphaca* L.**
Roohi Sharma and Veenu Kaul
- 562 **Seed microstructures of the Andaman padauk (*Pterocarpus dalbergoides*)**
Iyyappan Jaisankar, Srividhya Sundaram, Bosco Augustine Jerard and Manasseh Moses Ezekiel

BOOK REVIEWS

- 567 **Pathology of Modern Indian Science: Genesis of its Eco-System.** Rajiva Bhatnagar; reviewed by Hardev Singh Virk ■ **569 Annual Review of Neuroscience, 2019.** Botond Roska and Huda Y. Zoghbi (eds); reviewed by Vinod Kumar

PERSONAL NEWS

- 571 **Yash Pal Abrol (1935–2020),** N. Rajharam, Tapan K. Adhya and H. Pathak



◀ COVER. Plant of *M. camptosperma*. Inset: Flat fruits. See page 433.

Indexed in CURRENT CONTENTS/SOBIASE/CHEMICAL ABSTRACTS/ISI/MED/SCOPUS/
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Inside

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Articles

05 .. Stages of Moral Development
Dr. N.N. Prabhakara

**07 .. Pedagogical Integration & Innovation of ICT in the
Teacher Education Program**
Dr. Parijat Chakrabarty

15 .. Fear of Failure: Unheard Voices of Teenagers
Vandana Singh

**17 .. Role of Women's Education and
Employment Status in their Marital Life**
Harshini Devi, Ch.

19 .. Science and Constructivism
Dr. Archana Tumar

Research

31 .. Pre-service Teachers' Attitude towards Computer Use
Dr. D. Rajendra Prasad

**39 .. Emotional and Spiritual Intelligence among
College Students**
Lokesh Bhati

**43 .. Academic Research Outsourcing
A Culture of Approved Plagiarism**
Dr. S. Prabu Shankar

**47 .. Effectiveness of Social Media in Development of
Vocabulary in English Language**
Hegade Navnath Dharmaji

50 .. Health Track

53 .. News Track

EDUTRACKS
July 2020 Vol. 19 No. 11

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Inside

Articles

05 .. COVID-19 Pandemic & Girls' Education in India
Dr. Smitha P Kumar

**09 .. Uplifting Basic Education: Enhancing Efficiency of
Primary Schoolteachers**
Dr. Amit Sharma

20 .. Developing Problem-Solving Skill in Children
Prof. Sushma Talesara

Research

**23 .. Role of Technology in Employability of
Students with Visual Impairment**
Kadukuntla Srinivas Reddy

**36 .. Attitude of Teacher-Trainees towards
Human Rights Education in Relation to their Self-efficacy**
Dr. Inderjit Kaur, Harpreet Kaur

48 .. Health Track

51 .. News Track



ON THE COVER: Environmental forensic chemistry investigations examine the extent, duration, and sources of environmental contamination. In "An Environmental Forensic Chemistry Experiment Involving Abandoned Mine Drainage Remediation" (DOI: 10.1021/acs.jchemed.9b00765), Pamela J. Figgers discusses an experimental case study in which students determine the potential source of groundwater contamination along a series of treatment steps designed to mitigate the environmental effects of material transport from an abandoned mine drainage site. This experiment expands the breadth of experience for forensic chemistry students outside of more typical investigations of crime scenes and evidence and increases student exposure to chemical techniques not typically conducted in undergraduate forensic chemistry courses. (Acid mine drainage image used with permission from Nathaniel R. Warner.)

Editorial

881

DOI: 10.1021/acs.jchemed.0c00219

John C. Warner (the Elder)'s Vision of Chemistry and Responsible Citizenship, with an Update by John C. Warner (the Younger)
John C. Warner*

Articles

884

DOI: 10.1021/acs.jchemed.9b00897

Development and Validation of Scientific Practices Assessment Tasks for the General Chemistry Laboratory
Norda S. Stephenson, Erin M. Duffy, Elizabeth L. Day, Kira Padilla, Deborah G. Herrington, Melanie M. Cooper, and Justin H. Carmel*

894

DOI: 10.1021/acs.jchemed.0c00066

Exploring Students' Understanding of Resonance and Its Relationship to Instruction
Dihua Xue and Marilynne Stearns*

903

DOI: 10.1021/acs.jchemed.9b01134

The Crosscutting Concepts: Critical Component or "Third Wheel" of Three-Dimensional Learning?
Melanie M. Cooper*

910

DOI: 10.1021/acs.jchemed.9b01034

Didaktik Models in Chemistry Education
Jesper Sjöström,* Ingo Eilks, and Vicerste Talanquer

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CURRENT CONTENT ALERT SERVICES

916  DOI: 10.1021/acs.jchemed.9b01038

Improvement of a Sustainable World through the Application of Innovative Didactic Tools in Green Chemistry Teaching: A Review

Małgorzata Gawlik-Kożyńska,* Władysław Walkowiak, and Paweł Miclejewski

925  DOI: 10.1021/acs.jchemed.9b00281

How Do I Design a Chemical Reaction To Do Useful Work? Reinvigorating General Chemistry by Connecting Chemistry and Society

Katherine M. Van Heuvelen,* G. William Daub, Lelia N. Hawkins, Adam R. Johnson, Hal Van Pyswyk, and David A. Vosburg

934  DOI: 10.1021/acs.jchemed.9b00840

Connecting Theory to Life: Learning Greener Electrochemistry by Taking Apart a Common Battery

Clarissa Keen, Steven Couture, Nayer Abd El Meseh, and Hannah Sevian*

943  DOI: 10.1021/acs.jchemed.9b00753

Environmentally Friendly Organic Chemistry Laboratory Experiments for the Undergraduate Curriculum: A Literature Survey and Assessment

Ram S. Mohan* and Maria P. Mejia

960  DOI: 10.1021/acs.jchemed.9b00606

Reorganization of the Organic Chemistry Curriculum to Improve Student Outcomes

Mark A. Lipton*

965  DOI: 10.1021/acs.jchemed.9b00627

Fundamentals of Macroscopic Chemical Analysis: A Foundation-Level Course for a New Chemistry Curriculum

Md. Abul Fazal,* Annette F. Raigoza, Christen M. Strollo, and Alicia A. Peterson

972  DOI: 10.1021/acs.jchemed.9b00733

Assessing the Practical Skills of Undergraduates: The Evolution of a Station-Based Practical Exam

Laura M. Hancock* and Martin J. Hollamby

980  DOI: 10.1021/acs.jchemed.9b01177

Probing the Mechanism of Bubble Nucleation in and the Effect of Atmospheric Pressure on the Candy-Cola Soda Geyser

Thomas S. Kurtzleman* and Ryan Johnson


986  DOI: 10.1021/acs.jchemed.9b00665


Designing and Using an Atomic Model Kit with H, C, N, and O Model Atoms Having a Mass Ratio of 1:12:14:16 to Teach the Concept of Mole and Associated Stoichiometric Relationships

Vinay Babu Ramesh,* Athavan Alias Anand Selvam, Surabhi Kulkarni, Anusha Dattatreya Manganahalli, and Kiran R. Bettadapur

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CURRENT CONTENT ALERT SERVICES

992  DOI: 10.1021/acs.jchemed.9b00690
Interactive 3D Visualization of Chemical Structure Diagrams Embedded in Text to Aid Spatial Learning Process of Students
Ainul Fatemah, Shahzad Basool,* and Uzma Habib

1001  DOI: 10.1021/acs.jchemed.9b01075
Accelerating Students' Learning of Chromatography with an Experiential Module on Process Development and Scaleup
Mingou Xie, Pavan Inguva, Wenqian Chen,* Nicholas Praetfya, Andrew Marcy, Peter DiMaggio, Umang Shah, and Clemens Biedtelsbauer*

1008  DOI: 10.1021/acs.jchemed.9b00658
Semester-Long Course-Based Research Project in Second-Semester Organic Chemistry: Synthesizing Potential Lead Compounds for the Treatment of a Neglected Tropical Disease
Kerry L. Barnett, Kevin M. Shea,* Catherine McGeough, Kristine Trmta, Steven Williams, Minh Ly, and Kathryn Aloisio

1017  DOI: 10.1021/acs.jchemed.9b007
Platonic Solids and Their Programming: A Geometrical Approach
J. Abraham Morales-Vidaes, S. Alejandro Sandoval Salazar, Jimena M. Jacobo-Fernández, and Alfredo Tlahuico-Flores*

1026  DOI: 10.1021/acs.jchemed.9b01
Observing Quantum Dynamics in Real Time: An Excel-Ready Finite-Difference Algorithm for Solving the Time-Dependent Schrödinger Equation
Taylor A. Rossmann, Zachary P. Parks, and Michael Messina*

Activities

1035  DOI: 10.1021/acs.jchemed.9b01
Microfluidics for Personalized Reactions to Demonstrate Stoichiometry
Lindsay M. Veltri and Lisa A. Holland*

1041  DOI: 10.1021/acs.jchemed.9b01
Anaerobic and Aerobic Respiration in Yeast: Small-Scale Variations on a Classic Laboratory Activity
Maria Koutsokali and Michael Valahas*

1048  DOI: 10.1021/acs.jchemed.9b01
Constructing, Troubleshooting, and Using Absorption Colorimeters to Integrate Chemistry and Engineering
Daniel R. Albert*

Journal of Chemical Education, Vol. 97 No. 4 April 2020

1053



DOI: 10.1021/acs.jchemed.9b00421

Curve Fitting, Linear Algebra, and Solver in an Analytical Chemistry Course: A Facile and Safe Activity Suitable for the Classroom Setting

Jesse Maccione, Joseph Welch, and Emily C. Heider*

Demonstrations

1061



DOI: 10.1021/acs.jchemed.9b00783

Elephant's Toothpaste Used as a Qualitative Demonstration of Rate versus Temperature

Ben Rueckberg* and David L. Freeman

1068

DOI: 10.1021/acs.jchemed.9b01054

Demonstration of the Color and Paramagnetism of Liquid Oxygen in the Classroom Using a Simple Handmade Liquefier

Kohel Tada*

1073



DOI: 10.1021/acs.jchemed.9b00754

Valorization of Sour Milk to Form Bioplastics: Friend or Foe?

Mark T. Jefferson, Connor Rutter, Katherine Fraine, Gabriel V. B. Borges, Gabriela M. de Souza Santos, Frederico A. P. Schoene, and Glenn A. Hurst*

Laboratory Experiments

1077



DOI: 10.1021/acs.jchemed.9b00529

Phosphate in Soils: An Undergraduate Exploration of Soil Texture, Chemistry, and Amendment

Glenn B. Crisler II, Viveka Perera, Cintly Guzman Hernandez, Andre Orr, Roger Davis, Jessie Moore, James Smith, Jac Varco, Tim Schauwecker, Ashli Brown, Todd Misna, and Deb Misna*

1083



DOI: 10.1021/acs.jchemed.9b00765

An Environmental Forensic Chemistry Experiment Involving Abandoned Mine Drainage Remediation

Pamela J. Higgins*

1087



DOI: 10.1021/acs.jchemed.9b01118

Sewage Sludge in Phenol and Methylene Blue Adsorption: A Miniproject for Teaching Sustainability

Cecilia S. Fonseca, Clarissa H. Rosa, Toni J. Lopes, and Gilber R. Rosa*

1093



DOI: 10.1021/acs.jchemed.9b00643

Interfacial Solar Vapor Generation: Introducing Students to Experimental Procedures and Analysis for Efficiently Harvesting Energy and Generating Vapor at the Air–Water Interface

Fujun Tao, Alma Valenzuela Garcia, Ting Xiao, Yuliang Zhang,* Yansheng Yin, and Xiaobo Chen*

Journal of Chemical Education, Vol. 97 No. 4 April 2020


- 1101  DOI: 10.1021/acs.jchemed.9b02337
Lab Cooked MOF for CO₂ Capture: A Sustainable Solution to Waste Management
Debashis Panda, Sourmyadip Patra, Mahendra Kumar Awasthi, and Sanjay Kumar Singh*
- 1109  DOI: 10.1021/acs.jchemed.9b01196
Preparation and Applications of Metal–Organic Frameworks (MOFs): A Laboratory Activity and Demonstration for High School and/or Undergraduate Students
Yoshie Sakamaki, Mui Tsui, Zachary Hedrick, Olivia Watson, Jeremy Durtzman, Christopher Simon, Stephen R. Burgin,† and M. Hassan Beyzavi*
- 1117  DOI: 10.1021/acs.jchemed.9b00832
Synthesis and Iodometric Analysis of the Polyiodide Salt (NMe₄)₂I₃
Charles G. Young* and Sioe See Volanic
- 1120  DOI: 10.1021/acs.jchemed.9b01113
Synthesis, Iodometric Analysis, and IR Spectroscopy of the Peroxide Double Salt [Zn(NH₄)₂][Mo(O₂)₂]
Charles G. Young* and Sioe See Volanic
- 1123  DOI: 10.1021/acs.jchemed.9b00956
Ultrasonic-Assisted Transesterification: A Green Miniscale Organic Laboratory Experiment
Xisen Wang, Matthew Chrzanoski, and Yujuan Liu*
- 1126  DOI: 10.1021/acs.jchemed.9b00407
Microwave-Assisted Transesterification of Cooking Oils and GC–MS Determination of Their Fatty Acid Constituents: A Research-Based Integrated Lab Experiment
Isabel Larraz* and Rada Malko
- 1134  DOI: 10.1021/acs.jchemed.9b00962
Solvent-Free N-Formylation: An Experimental Application of Basic Concepts and Techniques of Organic Chemistry
Yasser M. Omar, Noha G. Mohamed, Andrew N. Boshra, and Abu-Baker M. Abdel-Kar*
- 1139  DOI: 10.1021/acs.jchemed.9b01015
Assessing Basic Separatory Technique Skills in an Organic Experiment Based on an Incomplete Haloform Reaction
Iveta Kmentová, Ambroz Almásy, Lucía Feriancová, and Martin Putala*
- 1145  DOI: 10.1021/acs.jchemed.9b00629
Flash Chromatography System: A Practical Tool for Demonstrating the Influence of Column Characteristics on Chromatographic Resolution
Ansaury Kasproiwak, Francine Casier-Dennis, and Pierre-Edouard Danjou*

- 1151  DOI: 10.1021/acs.jchemed.9b00861
Analytical Methods for Monitoring the Degradation of Plasmonic Nanoparticles in Solution: An Instrumental Analysis Laboratory Exercise
Rachel Bracker, Kimberly Dominguez, and Anthony S. Stender*


Technology Reports

- 1157 DOI: 10.1021/acs.jchemed.9b00688
A Web-Based Stereochemistry Tool to Improve Students' Ability to Draw Newman Projections and Chair Conformations and Assign R/S Labels
Nimesh Mistry,* Bavi Singh, and Jamie Ridley

- 1162  DOI: 10.1021/acs.jchemed.9b01083
Low-Cost 3D-Printed Polarimeter
Pavel Bernard* and James D. Mendez


- 1167  DOI: 10.1021/acs.jchemed.9b00859
Low-Cost, High-Performance Lock-in Amplifier for Pedagogical and Practical Applications
Xicheng Xu, Yoshinori Suganuma, and Al-Amin Dhirani*

- 1172  DOI: 10.1021/acs.jchemed.9b00818
Data Functionalization for Gas Chromatography in Python
Michael Green and Xiaobo Chen*

- 1176  DOI: 10.1021/acs.jchemed.9b00850
Developing and Implementing an R Shiny Application to Introduce Multivariate Calibration to Advanced Undergraduate Students
Tomás M. Antonelli and Alejandro C. Olivieri*


Communications


- 1181 DOI: 10.1021/acs.jchemed.9b01068
I've Been Given COPUS (Classroom Observation Protocol for Undergraduate STEM) Data on My Chemistry Class... Now What?
Barbara A. Reisner,* Cole L. Pate, Melissa M. Kinkaid, Daniel M. Paunovic, Justin M. Pratt, Joanne L. Stewart, Jeffrey R. Baker, Anne K. Bentley, Shirley Lin, and Sheila R. Smith

- 1190  DOI: 10.1021/acs.jchemed.9b00695
Leavening Agents: The Chemistry of Baking Discovered with a Computer-Based Learning
Mária Babinčáková*

1195  DOI: 10.1021/acs.jchemed.9b00831
Changes of CO₂ Concentration and Heat Illustrate Why the Flame Is Extinguished in the Candle-and-Cylinder Experiment
Ronghui Qie,* Sha Sha, Liguang Shen, and Yanlin Xiong†

1198  DOI: 10.1021/acs.jchemed.9b01103
The Blue Bottle Experiment Revisited: How Much Oxygen?
Thitipong Keedkaew and Tawertham Limpanaparb†

1203  DOI: 10.1021/acs.jchemed.9b02796
A Simplified Extractive Metallurgy Exercise to Demonstrate Selective Extraction of Copper
Iain A. Smellie,* Yusra Abdellhamid, Cameron L. Carpenter-Warren, David B. Cordes, Clement Elliott, Sarah Lamotte,
Iain L. J. Patterson, William Sanders, Iain P. Sandison, Alexandra M. Z. Slawin, Dominic M. Stewart, and Samuel N. Walters

1208  DOI: 10.1021/acs.jchemed.9b00664
From Ideality to Simplicity: A Robust and Affordable Hydrogen Reference Electrode
Michelle Duran-Chaves* and Jean Sanabria-Chinchilla*

Letters

1213 DOI: 10.1021/acs.jchemed.9b00851
Comment on "Should Organic Chemistry Be Taught as Science?"
Melanie M. Cooper* and Michael W. Klymkowsky

1215 DOI: 10.1021/acs.jchemed.0c00213
Reply to Comment on "Should Organic Chemistry Be Taught as Science?"
Eamonn F. Healy*

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ON THE COVER: Aperiodicity in crystals is not an intuitive concept, so its experimental visualization can be helpful for students to build understanding of the symmetry properties of an aperiodic crystal structure. In "Quasiperiodic Crystals: Teaching Aperiodicity of a Crystal Lattice with 3D-Printed Penrose Tiles" (DOI: 10.1021/acs.jchemed.9b00701), Sergio Rossi, Claudia Rossi, and Nicoletta Accorri describe an activity in which students assemble a continuous fill (quasi)crystalline pattern with the support of 3D-printed Penrose tiles. Working together, students first use the kite and dart tiles to generate a periodic 2D-crystal pattern, followed by the construction of an aperiodic 2D-crystal pattern. This visual, tangible, and hands-on process allows students to grasp abstract concepts related to symmetry operations and elements of symmetry.

Editorial

1217

DOI: 10.1021/acs.jchemed.0c00370

Update to Our Reader, Reviewer, and Author Communities—April 2020

Cynthia J. Burrows, Shu Wang, Hyun Jae Kim, Gerald J. Meyer, Kirk Schanze, T. Randall Lee, Jodie L. Lutkenhaus, David Kaplan, Christopher Jones, Carolyn Bertozzi, Laura Kiessling, Mary Beth Mulcahy, Craig W. Lindley, M. G. Finn, Joel D. Blum, Prashant Kamat, Courtney C. Aldrich, Stuart Rowan, Bin Liu, Dennis Liotta, Paul S. Weiss, Deqing Zhang, Krishna N. Ganesh, Patrick Sexton, Harry A. Atwater, J. Justin Gooding, David T. Allen, Christopher A. Volgt, Jonathan Sweedler, Alanna Schepertz, Vincent Rotello, Sébastien Lecommandoux, Shana J. Sturla, Sharon Hammes-Schiffer, Jillian Bortak, Jonathan W. Steed, Hongwei Wu, Julie Zimmerman, Bryan Brooks, Phillip Savage, William Tolman, Thomas F. Hofmann, Joan F. Brennecke, Thomas A. Holme, Kenneth M. Merz Jr., Gustavo Scuseria, William Jorgensen, Gunda I. Georg, Shaoming Wang, Philip Proteau, John R. Yates III, Peter Siang, Gilbert C. Walker, Marc Hillmyer, Lynne S. Taylor, Teri W. Odom, Erick Carneira, Kai Rossen, Paul Chirik, Scott J. Miller, Anne McCoy, Joan-Emma Shea, Martin Zanni, Catherine Murphy, Gregory Scholes, and Joseph A. Leo

1219

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Chemistry Education in Times of Disruption and the Times That Lie Beyond

Thomas A. Holme*

Commentary

1221

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Transition to eBook Provision: A Commentary on the Preferences and Adoption of eBooks by Chemistry Undergraduates

Kristy L. Turner* and Holly Chung

News and Announcements

1226

DOI: 10.1021/acs.jchemed.0c00378

Journal of Chemical Education Call for Papers: Special Issue on Insights Gained While Teaching Chemistry in the Time of COVID-19

Thomas A. Holme*

ACS Publications

3A

Journal of Chemical Education, Volume 97, Issue 5

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CURRENT CONTENT ALERT SERVICES

Articles

1228  DOI: 10.1021/acs.jchemed.9b01052
Short Term and Long Term Effects of POGIL in a Large-Enrollment General Chemistry Course
Paulette Vincent Ruiz,* Lisa Meyer, Sean G. Roe, and Christian D. Schram


1239  DOI: 10.1021/acs.jchemed.9b01056
Influence of Context on Stoichiometry Conceptual and Algorithmic Subject Matter Knowledge among South African Physical Sciences Teachers
Angela Stoltz*

1247  DOI: 10.1021/acs.jchemed.9b01057
Qualitative Investigation to Identify the Knowledge and Skills That U.S.-Trained Doctoral Chemists Require in Typical Chemistry Positions
Qi Cui and Jordan Marshman*

1256  DOI: 10.1021/acs.jchemed.9b00780
Collaborative Middle School Science Outreach Project Using the Japanese Lesson Study Model
Chris L. Craney,* Thomas Lai,* William T. Nelson, Adrianna Ghomeshi, James M. Rust, Robert M. de Groot, Donovan P. Dennis, Ellen Robertson, and Jessica Kissel

1266  DOI: 10.1021/acs.jchemed.9b01151
Exploring Everyday Chemistry: The Effectiveness of an Organic Chemistry Massive Open Online Course as an Education and Outreach Tool
Andrew F. Parsons*

1272  DOI: 10.1021/acs.jchemed.9b01093
Pigment Synthesis and Analysis of Color in Art: An Example of Applied Science for High School and College Chemistry Students
Christopher R. Vynnal,* Elizabeth H. R. Mahoney, Yuan Lin, Roxanne Radpour, and Henry Wadsworth

1283  DOI: 10.1021/acs.jchemed.9b00994
Design of Culinary Transformations: A Chemistry Course for Nonscience Majors
Jennifer A. Dabrowski* and Mary E. Manson McManamy*


1289  DOI: 10.1021/acs.jchemed.9b00877
Introducing Nonscience Majors to Science Literacy via a Laboratory and Lecture Beer Brewing Course
Bruce C. Hamper* and Joseph W. Meisel

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1295  DOI: 10.1021/acs.jchemed.9b00898
General Chemistry in Just One Semester for All Majors
William W. Kennerly,^a Kimberley A. Frederick, and Kelly Sheppard

1303 DOI: 10.1021/acs.jchemed.9b00905
Implementation of a 1–2–1 Curriculum and Its Effect on Organic Chemistry I
Brian A. Provencher, Jimmy Franco,^a Anthony L. Fernandez, Stephen Theberge, and Brenda Zwickau

1310  DOI: 10.1021/acs.jchemed.9b00878
Easing the Transition from Organic Chemistry I to II: A January-Term Bridge Course
Michael S. Leonard^a


1316  DOI: 10.1021/acs.jchemed.9b00779
Splicing Up an Interdisciplinary Chemical Biology Course with the Authentic Big Picture of Epigenetic Research
Benedikt Heinrich, Nicole Graulich, and Olalla Vázquez^a

1327  DOI: 10.1021/acs.jchemed.9b00669
The Flint, Michigan Water Crisis as a Case Study to Introduce Concepts of Equity and Power into an Analytical Chemistry Curriculum
Paul Buckley and Eli Fahrenkrug^a

1336  DOI: 10.1021/acs.jchemed.9b00697
A Toolkit of Green Chemistry and Life-Cycle Analysis for Comparative Assessment in Undergraduate Organic Chemistry Experiments: Synthesis of (E)-Stilbene
Madison Mooney, Andrew J. Vreugdenhil, and Shegufa Shetranjiwalla^a

1345  DOI: 10.1021/acs.jchemed.9b00866
Property Information in Substance Records in Major Web-Based Chemical Information and Data Retrieval Tools: Understanding Content, Search Opportunities, and Application to Teaching
Charlotte Jarabak, Troy Mutton, and Damon D. Ridley^a

Activities

1360  DOI: 10.1021/acs.jchemed.9b00776
Fats' Love–Hate Relationships: A Molecular Dynamics Simulation and Hands-On Experiment Outreach Activity to Introduce the Amphiphilic Nature and Biological Functions of Lipids to Young Students and the General Public
Anna Sofia Tascini,^a Shiqi Wang, John M. Seddon, Fernando Bresme, and Rongjun Chen^a

1368  DOI: 10.1021/acs.jchemed.9b00933
Using Augmented Reality to Stimulate Students and Diffuse Escape Game Activities to Larger Audiences
Anabela Estudarte and Nicolas Dietrich^a

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1375 

DOI: 10.1021/acs.jchemed.9b00198

Playing a Board Game to Learn Bioenergy and Biofuels Topics in an Interactive, Engaging Context
M. A. Martín-Lata* and M. Cabero

1381 

DOI: 10.1021/acs.jchemed.9b00199

Using Memes in the Classroom as a Final Exam Review Activity
Sonia M. Underwood* and Alex T. Kotze

1387 

DOI: 10.1021/acs.jchemed.9b00201

¹H NMR Spectroscopy Guided Inquiry Activity Using the NMR Spectrometer; Incorporating Student-Generated Videos to Assess Learning
Amy M. Balija*

1391 

DOI: 10.1021/acs.jchemed.9b00202

Quasiperiodic Crystals: Teaching Aperiodicity of a Crystal Lattice with 3D-Printed Penrose Tiles
Sergio Rossi,* Claudia Rossi, and Nicoletta Accorrigi

Demonstrations

1396 

DOI: 10.1021/acs.jchemed.9b00150

From Polymer Gels to 3D Actuators: Transformation of Programmed 2D Structures to 3D Objects
Jahyeon Koo, Seok-In Lim, Junhwa Jang, Minjaek Oh, and Kwang-Un Jeong*

1402 

DOI: 10.1021/acs.jchemed.9c00196

Visually Tracking Acid–Base Extractions Using Colorful Compounds
Amir Assadieskandar, Renata Rezende Miranda, and Rebecca M. Broyer*

Laboratory Experiments

1406 

DOI: 10.1021/acs.jchemed.9c00163







Relating ΔH_{vap} of Organic Liquids to Intermolecular Forces: Simple Modifications of a Classic General Chemistry Experiment
Jeffrey P. Fitzgerald,* Robert F. Ferrante, Michael Brown, and Jonathan Cabarrus

1411 

DOI: 10.1021/acs.jchemed.9c00074

Combination of X-ray Diffraction and Specific Rotation to Unequivocally Characterize Carvone Semicarbazone Derivatives
John J. Dolhun* and Peter Müller

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CURRENT CONTENT ALERT SERVICES

- 1418  DOI: 10.1021/acs.jchemed.9b01006
Using NMR Spectroscopy and Chemical Synthesis to Establish Diastereoselectivity of NaBH_4 and Meerwein–Ponndorf–Verley (MPV) Reduction of (\pm)-Benzoin Isopropyl Ether: A Collaborative Discovery-Based Laboratory Experiment
Shahrokh Saba,* James A. Caccio,* Lauren McMann, and Tamilla Tariwardewa
- 1425  DOI: 10.1021/acs.jchemed.0c00057
Variable Temperature NMR Experiment Studying Restricted Bond Rotation
Michael T. Huggins,* Tanay Kesharwani, Jonathan Buttrick, and Christopher Nicholson
- 1430  DOI: 10.1021/acs.jchemed.9b00936
Combined Guided and Open Inquiry Project for an Upper Division Biochemistry Lab: Sugar Content, Enzymatic Properties of Lactase, and the Spoiling Process in Milk
Alexis M. Vroom Redder, Callie M. Barton, and Kyle R. William*
- 1437  DOI: 10.1021/acs.jchemed.9b00800
Hands-On Electrospray Ionization Mass Spectrometry for Undergraduate Biochemistry Students: Peptide Identification by Ladder Sequencing
Viveka Perera, Baku Acharya, Amanda L. Patrick, and Deb Misra*
- 1443  DOI: 10.1021/acs.jchemed.9b00944
Tailoring Protein PEGylation Reaction: An Undergraduate Laboratory Experiment
João H. P. M. Santos, Larissa P. Brumano, Adalberto Pessoa Jr., and Carlota O. Rangel-Yagui*
- 1448  DOI: 10.1021/acs.jchemed.9b01185
DNA Nanotechnology in the Undergraduate Laboratory: Analysis of Molecular Topology Using DNA Nanoswitches
Jibin Abraham Punnoose, Ken Halvorsen, and Arun Richard Chandrasekaran*
- 1454  DOI: 10.1021/acs.jchemed.9b00819
Single Laboratory Experiment Integrating the Synthesis, Optical Characterization, and Nanocatalytic Assessment of Gold Nanoparticles
Nathaniel E. Larrn, Jeremy B. Essner, Jason A. Thon, Nakara Bhawawet, Laxmi Adhikari, Sarah K. St. Angelo, and Gary A. Baker*
- 1460  DOI: 10.1021/acs.jchemed.9b00666
Simple Experiment Assisting Students with Identification of Spectral Interference and Selection Emission Lines for ICP-OES Analysis Using Soil Samples
Letitia Pillay*
- 1465  DOI: 10.1021/acs.jchemed.0c00076
An Alternative to Recycling: Measurement of Combustion Enthalpies of Plastics via Bomb Calorimetry
Benjamin J. Knurr* and James F. Haux*

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1470  DOI: 10.1021/acs.jchemed.0c00002
Determining the Ternary Phase Diagram of Benzene–Acetic Acid–Water Using Isothermal Titration Microcalorimetry to Train Upper-Level Undergraduates in Advanced Calorimetry Methods
Qiyi Zhang,*[†] Yu Liu, Hongjun Bai, Yuxi Su, Qian Sun, and Bing Ma

1476  DOI: 10.1021/acs.jchemed.0c00051
Developing the Chemist's Inner Code: A MATLAB Tutorial on the Stochastic Simulation of a Pseudo-First-Order Reaction
Adam A. L. Fisher*

Technology Reports

1481  DOI: 10.1021/acs.jchemed.9b00756
Learning Beyond the Laboratory: A Web Application Framework for Development of Interactive Postlaboratory Exercises
Kimia Moshay,* Jennifer Farmer,[†] Deborah Tihanyi, and Greg J. Evans

1487  DOI: 10.1021/acs.jchemed.9b01033
Visualizing 3D Molecular Structures Using an Augmented Reality App
Kristina Erikson, Barne E. Nielsen, and Michael Pittelkow*

1491 DOI: 10.1021/acs.jchemed.0c00096
Monte Carlo Uncertainty Propagation with the NIST Uncertainty Machine
Daniel R. Albert*

1495  DOI: 10.1021/acs.jchemed.9b01123
An Inexpensive Recirculating Water Vacuum Pump for the Chemistry Laboratory
Mark S. Cubberley,* William A. Hess, and Mark R. Johnson

1500  DOI: 10.1021/acs.jchemed.9b01023
Extensible Interface for a Compact Spectrophotometer for Teaching Molecular Absorption in the Undergraduate Laboratory
Edward C. Navarre*

1504  DOI: 10.1021/acs.jchemed.9b00911
TCQuino: Development of an Inexpensive Microcontroller-Based Thermal Conductivity Detector for Quantification of Gas Mixtures
Bradley A. Owen, Nicholas C. Stanvaggi, Taylor L. Mansah, and Isaac N. Mills*

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| <p>सम्पादक की बात 07</p> <p style="text-align: center;">विशेष स्मरण</p> <p>जीवन-राग का कवि : भवानी प्रसाद मिश्र 11 कमल कुमार</p> <p>यादों में बसे हैं यादवेन्द्र शर्मा चन्द्र 17 बुलाकी शर्मा</p> <p>लेखन-कर्म एक जीवन-व्यापी शोध है 23 शंभु गुप्त</p> <p style="text-align: center;">लेख</p> <p>संवेदनात्मक सत्याग्रह है कविता 30 नन्दकिशोर आचार्य</p> <p>राग-विराग की कविता का अंतरंग 32 नन्द भारद्वाज</p> <p>साहित्यिक संदर्भों में मीरा का जीवन 41 अरविन्द सिंह तेजावत</p> <p>गीत में महाकाव्य रचने का कौशल 50 हेमंत कुकरेती</p> <p>महादेवी वर्मा का स्त्री चिंतन 60 अवन्तिका शुक्ला</p> | <p>07</p> <p>11</p> <p>17</p> <p>23</p> <p>30</p> <p>32</p> <p>41</p> <p>50</p> <p>60</p> | <p>ओझल हपलों के बीच संझा 72 गोपाल जीनगर</p> <p>वाचन संस्कृति 76 सूर्यनारायण रणसुधे</p> <p>गाँधी की सामाजिक दृष्टि और श्रम विचार 82 शंभु जोशी</p> <p style="text-align: center;">कहानी</p> <p>कश 91 संगीता माधुर</p> <p>गोमती 97 अखिलेश आर्येन्दु</p> <p style="text-align: center;">कविताएँ</p> <p>प्रयाग शुक्ल की पाँच कविताएँ 110</p> <p>चंचला पाठक की सात कविताएँ 113</p> <p>रवि पुरोहित की चार कविताएँ 118</p> <p>इश्राकुल इस्लाम माहिर के दोहे 121</p> <p>नवीन दवे मानावत की तीन कविताएँ 123</p> <p>पुनीत कुमार रंगा की तीन कविताएँ 127</p> |
|--|---|--|

— मधुमती —

— 5 —

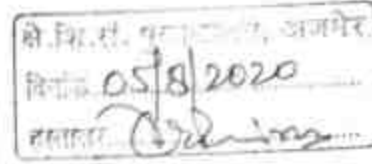
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CURRENT CONTENT ALERT SERVICES

| समीक्षा | |
|--|-----|
| काव्य आस्वाद का विस्तार अरुण देव | 129 |
| विस्मयकारी अनुभव यात्रा गोपाल माथुर | 133 |
| औचलिकता का लालित्य राजेश कुमार व्यास | 136 |
| विदूष के विरुद्ध विद्रोह की कथा प्रकाश दान चारण | 141 |
| साहित्यिक परिदृश्य | 145 |
| प्राप्ति स्वीकार | 152 |
| सूचना | 154 |

— 6 |————— मधुमती —

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CURRENT CONTENT ALERT SERVICES

क्रम



| संपादक की बात | | यात्रा संस्मरण | |
|--|-------------|-----------------------------------|-----|
| | विशेष स्मरण | एक अद्भुत यात्रा सौरभ सक्सेना | 60 |
| झाड़-झँखाड़ में बढ़ता हरा वृक्ष यशपाल वैद | 11 | कहानी | |
| जिन्हें मैंने जाना कुछ ऐसे दया दीक्षित | 14 | कुँआ और आकाश कृष्णबदलेव वैद | 71 |
| | लेख | जहाँ ईश्वर नहीं था गोपाल माधुर | 77 |
| विलोम कथा आशुतोष भारद्वाज | 25 | ट्राफी सरिता कुमारी | 91 |
| अंधेरे की झील में पूनम अरोड़ा | 32 | पैरों में पीड़ तसनीम खान | 97 |
| वह प्याऊ वह प्यास वह ओक अनिरुद्ध उमट | 39 | कविताएँ | |
| परम्परा का मूर्त्यंकन राजकुमार | 44 | ध्रुव शुक्ल की दस कविताएँ | 115 |
| | | मनोज कुमार झा की नौ कविताएँ | 120 |
| | | राहुल झाम्ब की पाँच कविताएँ | 123 |
| पूरे सच की अधूरी कथा पंकज पराशर | 51 | अजन्ता देव की दो कविताएँ | 125 |

— मधुमती ————— | 5 | —

LIBRARY, RIE, AJMER
CURRENT CONTENT ALERT SERVICES

हाथरी अंश

| | |
|--------------------------------------|-----|
| राग-विराग-अवसाद राकेश कुमार मिश्र | 127 |
|--------------------------------------|-----|

अनुवाद

| | |
|---|-----|
| समकालीन विदेशी कविता मूल - माया एन्जलो, ऐन सेक्सटन, टेड इयूज, मार्गेट ऐटवुड, शाना बुल्हान हेडॉक अंग्रेजी से रूपांतर - लाल्लू | 131 |
|---|-----|

समीक्षा

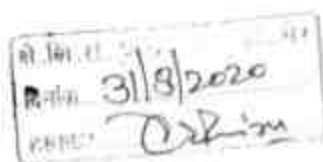
| | |
|---|-----|
| गाँधी व्यक्ति नहीं विचार है दूलाराम सहरण | 137 |
| नयी दृष्टि नया स्वरूप आशाराम भार्गव | 142 |
| साहित्यिक परिदृश्य | 148 |
| संवाद निरन्तर | 150 |
| प्राप्ति स्वीकार | 152 |
| सूचना | 154 |

सचिव

— 6 —

संयोजक

Contents



354 What's in a Name? Language Use as a Mirror into Your Teaching Practice

Let's be intentional about where and how we look for opportunities to expand our lexicons.

Tracy E. Dobie and Miriam Gamoran Sherin



368 Let's Hit the Target!

In a fifth-grade classroom, teachers use a cannonball simulation to improve students' algebraic thinking.

Anita Manouchehri, Ayse Osturk, and Azin Sanjari

391 Conditional Reasoning Online with Mastermind

Use this game to nurture students' skills so they continue to make sense of increasingly complex mathematical patterns.

Sean P. Yee, George J. Rey, and LuAnn Gradl

361 Productive Struggle in Action

This essential part of mathematics instruction promotes learning with deep understanding.

Katherine Baker, Naomi A. Jessup, Vicki R. Jacobs, Susan B. Empson, and Joan Case

375 Investigating Using Lesson Study

Middle school teachers highlight what they learned and observed in introducing fraction division.

Scott Corwin, Michelle Cascio, Katherine Emerson, Laura Henn, and Catherine Lewis

397 Seeing Algebraic Structure: The Rubik's Cube

Lessons on solving this puzzle help motivate students' curiosity about basic concepts of group theory.

Amanda Milewski and Daniel Prohant



383 Escape Room Math: Luna's Lines

This takeoff on a popular activity is a fun, effective way for students to apply and practice important mathematics principles to help them persevere in problem solving.

Micah S. Stohmann

404 Revitalizing and Repurposing Conventional Word Problems

Use questions and extensions to promote reasoning and help middle and high school students build mathematical modeling skills.

Jennifer A. Cocher, Diana L. Moss, and Lisa A. Maldonado

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CURRENT CONTENT ALERT SERVICES

Volume 113_Issue 05 May_2020

411 **Supporting Probability Understanding through Area Models**

Help students move beyond memorization to understand when and why they multiply or add probabilities.

LouAnn H. Lovin

416 **Mathematizing Multilevel Marketing**

Students learn the mathematics behind pyramid schemes in businesses that pressure their employees to recruit new members as a basis for success.

Aline Abassian and Farshid Sefi

e5 **Ear to the Ground**
(online only)

350 **From the Editor**

422 **Asked and Answered**

426 **Centennial (Then)**

428 **Centennial (Now)**

430 **Centennial (Activity)**

432 **Problems to Ponder**

436 **Growing Problem Solvers**

440 **For the ♥ of Mathematics**



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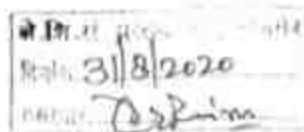
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Contents



446 Purposeful Questioning with High Cognitive-Demand Tasks

Teachers can develop and grow inquiries to engage students in activities that target their thinking and allow them to communicate and justify their ideas.

Allyson Hallman-Thresher and Denise A. Spangler



460 Opportunities for Redefining Unconventional Units

Reimagining units in alternative ways allows students to build a conceptual understanding of fractions.

Nicole M. Waxman-Frutinger and Kristina M. Hejir



468 Classroom Rules Reimagined as the Rights of the Learner

Fifth graders learned to graph and interpret nonlinear data by exercising their rights: to be confused; claim a mistake; speak, listen, and be heard; and write, do, and represent what makes sense.

Crystal Kalinc-Craig and Rose Ann Robles



474 A Wonder-Full Task Leads to a Wonder-Full Intervention

A mathematical paradox provides wonder and becomes a powerful tool to help a student diagnosed with ADHD.

Robyw Rutenberg-Soren

480 Evaluating Videos for Flipped Instruction

Educators can learn the framework behind creating interactive multimedia, a valuable addition to classroom lectures.

Samuel Otten, Wenmin Zhao, Sandra de Araujo, and Milan Sherman

487 Addressing the Hammer-and-Nail Phenomenon

This metaphor can increase teachers' awareness of their students' tendency to rely on familiar procedures and ideas instead of taking time to think and analyze a problem.

Kim H. Lim

497 Batman Reimagined

Inspired by the Batman Equation, the author offers a challenging process for graphing complex designs from a single parametric equation pair.

Jerome A. White

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CURRENT CONTENT ALERT SERVICES

Volume 113_Issue 06 June_2020

FOCUS

CONNECTIONS

512 **Teaching Proportionality through Robotics**

A teacher uses LEGO® robots to support students' ability to reason about proportional relationships.

Shelli Cader-Failing

516 **Constructing and Unpacking Diagrams in Geometry**

Students who create their own diagrams for geometric theorems strengthen the belief in their own ability to do mathematics.

Kimberly A. Conner

e7 **Ear to the Ground**
(online only)

442 **From the Editor**

520 **Asked and Answered**

524 **Centennial (Then)**

527 **Centennial (Now)**

529 **Problems to Ponder**

533 **Growing Problem Solvers**

536 **For the ♥ of Mathematics**



Pythagoras's Quilt



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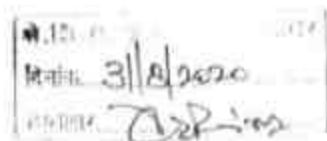
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Contents



544 From Rules That Expire to Language That Inspires

By focusing on the use of language that inspires, mathematics teachers can foster student agency and invite every student to be a member of the mathematics community.

*Patrice P. Waller and
Alison S. Marsocchi*



76-3

551 Dominoes: Promoting Units Construction and Coordination

This article explores how playing with dominoes not only requires students to count but also to substitute when constructing number and operations.

*Beth L. MacDonald, Diana L. Moss,
and Jessica H. Hunt*



8-5

558 Fact Strategy Instruction • Meaningful Discourse • Student Understanding

This article provides actionable steps and tools for teachers to use to promote student discourse while teaching multiplication fact strategies.

*Deborah M. Thompson
and A. Susan Gay*



6-8

565 Mathematics Makes Robots Roll

Codable robots can be used in mathematics class to help middle school students realize a purpose for what they have been learning.

*Kyle M. Dunbar
and Kathryn M. Rich*

573 Hands-On Conics Worked for Me

These teaching techniques promote students' reasoning about connections between 2D and 3D perspectives.

*L. Jenna Clark and
Jonathan M. Clark*

581 Navigating the Uncertainty of Sharing Mathematical Authority

Promote high-quality discourse when students share unanticipated conjectures.

Patrick L. Sullivan, Stefanie D. Lovers, and Whitney Evans

39() **Build a Bridge: Provide Access to Grade-Level Content for All Students**

Struggling students engage in a scaffolded series of problems and learning experiences that provide access to grade-level content.
LauraMarie K. Coleman

- e8 **Ear to the Ground**
Bookie only!
- 538 **From the Editor**
- 595 **Asked and Answered**
- 598 **Centennial (Then)**
- 601 **Centennial (Now)**
- 604 **Problems to Ponder**
- 608 **Growing Problem Solvers**
- 612 **For the ♥ of Mathematics**



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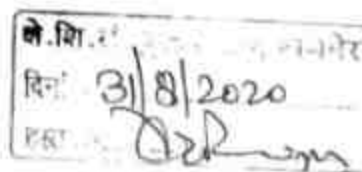
CONTENTS

Editorial

- 175 Nurturing teacher learning opportunities— experiences, leadership and technology
Laura M. Desimone

Articles

- 178 The impact of a sustained oral language professional learning program on Australian early years' teachers' knowledge, practice and beliefs: a mixed-methods exploration
Hannah L. Stark, Patricia A. Eadie, Pamela C. Snow and Sharon R. Goldfeld
- 195 How professional development program features impact the knowledge of science teachers
Jacqueline Doyle, Gerhard Sonnert and Philip Sadler
- 211 'I would be a completely different teacher if I had been with a different mentor': Ways in which educative mentoring matters as novices learn to teach
Lindsay Joseph Weiler
- 229 *Jika Imhunda*: a South African study of 'turning education around' through improved curriculum coverage
Venitha Pillay
- 245 Challenging boundaries to cross: primary teachers exploring drama pedagogy for creative writing with theatre educators in the landscape of performativity
Tom Dobson and Lisa Stephenson
- 256 Making sense of student data in teacher professional development
M. Dam, F. J. J. M. Janssen and J. H. van Driel
- 274 Trapped between accountability and professional learning? School leaders and teacher evaluation
Selvi Lillejord and Kristin Barte
- 292 Headteacher change leadership competency: a study in Malaysian primary schools
Mei Kin Tai and Omar Abdul Kareem
- 306 Elementary schoolteachers' use of Twitter: exploring the implications of learning through online social media
Talia C. Nachumson
- 324 Becoming a professional digital competent teacher
Ingrid Helleve, Aslaug Grov Almås and Brita Bjørkelo
- 337 Development of professional networks among environmental educators
Yue Li and Marianne E. Krasny
- 354 Disrupting colorblind teacher education in computer science
Joanna Goode, Stephany Runninghawk Johnson and Krystal Sundstrom



963



ARTICLES

879 **Climate Change: The Man Who Unlocked the Earth's
Sprawling History**
C P Hiranjan

911 **Apparent Weight of a Photon Box**
Revisiting Mass-Energy Equivalence
Sabarish V M

915 **Approximations in Physics: A Pedagogic Perspective**
K K Mashood, Arvind Kumar and Anwesh Mazumdar

987



933 **Combatting Climate Change Denial**
Abhinaba Das

947 **Physics of Conductive Conjugated Polymers**
A Primer
Hemanth K Bilihalli

1015



963 **Storage of Electrical Energy**
Batteries and Supercapacitors
Trilochan Bagarti and Arun M Jayannavar





981 **Vanillin: One Drug, Many Cures**
Oshin Guisla

987 **The Silver Fox Domestication Experiment**
How to Tame a Fox and Build a Dog
Lee Alan Dugatkin



1001 **Calkin-Wilf Tree**
K Siddharth Choudary and A Satyanarayana Reddy



| | | | |
|--|--|--|--|
| <p>SERIES ARTICLES</p> <p>How to Design Experiments in Animal Behaviour 1015 <i>13. Harmless Snakes Mimic Venomous Snakes to Avoid Predation. But Why Don't They Do Their Best?</i> Raghavendra Gadagkar</p> | | <p>Editorial 887 <i>C P Rajendran</i></p> | |
| <p> Classroom 1045 Euler's Summation Method Kapil Hari Paranjape</p> | | <p> Science Smiles 894 <i>Ayan Guha</i></p> | |
| | | <p>Reflections</p> <p>Twenty Years with 1055 <i>Resonance</i> V Rajaraman</p> | |
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| | | |
|--|----|---|
| संपादकीय | १ | श्री फिर चाहे अहो! प्रकृत गुण 'अमृत' ११ |
| कोरोना प्रकृति का नया संदेशवाहक | ४ | फैल गया विश्वास: अगर देव अंगिरस ११ |
| प्रतिस्मृति | ५ | कोरोना का कहर: विविध नए अंशकण |
| कुरुक्षेत्र: रामधारी सिंह 'दिनकर' | ६ | श्रीमद् द्विवेदी, कुंआर देवी १८ |
| कहानी | ७ | नहीं चेंगे विविध अगर तो: गैर सिंह २९ |
| कॉच की जनता: अमिताभ शंकर एवं चोपरी १२ | १२ | न काटो पैदा: दशरूप विद्यावर्ती 'विजय' ३९ |
| पस्टेस में पतझड़: अनाम शम्भुकांत १८ | १८ | अनुराग धर्मन: विश्व टेलंगर 'विष्णु' ४१ |
| चपकदार या अन्यथा: विजय कुमार २४ | २४ | संस्मरण |
| भोर: देवुका अम्बाना ३२ | ३२ | मॉडल टाइटन के वे दिन: गणेश सिंह ३३ |
| दंडम: सुनंदा प्रसाद 'विद्योती' ३४ | ३४ | गीतरजाला |
| एक ही भूल: धमा चतुर्वेदी ३२ | ३२ | अभियंताजीय अभिनंदन: संतोष शर्मा ३५ |
| आलेख | ३३ | राम झरोखे बैठ के |
| पर्यावरण और हिंदी गजल की चिंता: अनिरुद्ध मिश्रा ८ | ८ | सिधायी संयुक्त परिवारों: रोमल चतुर्वेदी ३६ |
| राम: करुणा का ओजस्वी रूप: रत्न कुमार शर्मा १६ | १६ | सतिश-सिंधव |
| मोबाइल और कंप्यूटर / गालेंडु लर्मा शर्मा २० | २० | कालझड़ी से कैलाश तक: शीतल शंकर ३३ |
| समकालीन संदर्भ में छायावाद की प्रसंगिकता: विकास कुमार गुप्ता ३० | ३० | खंड्य |
| भारत और आर्य: अभिषेक विजयल ४१ | ४१ | डॉक्टर-स्मृति: विवेक शंकर गुप्त ४१ |
| संयुक्तता | ४२ | साहित्य का भारतीय परिपार्य |
| जंगलीपन २१, साप्ताहिक अवकाश २९, | २९ | छाया: नीलकंठ नंदुरकर ४६ |
| अनुराग का एक क्षण ४३, विश्वशला ५२, | ५२ | पुरतक-अंश |
| अधिकारी / राधिका पारेसी ५५ | ५५ | रक्षक का जन्म: गुरज शंकर ६१ |
| कविता | ५६ | साहित्य का विश्व परिपार्य |
| याधे से हर शिकन पीछे दे: बालकृष्ण शर्मा ५६ | ५६ | केवल ज्ञान, वस नहीं: इनीशो टेलंग ६५ |
| मेरी घंटों में: तथा शर्मा ५९ | ५९ | वाचा-नुलांत |
| आज के दोहे: उदय करण 'सुमन' २६ | २६ | लवसा: एक मुखद चाचा: दुर्गा प्रसाद ६१ |
| | | लोक-साहित्य |
| | | जिपुग के प्रमुख लोकनृत्य: गोंडि परमार ६२ |
| | | वाल-संसार |
| | | बुरा नहीं मानो तो बेदा: दिविक शिवा ६६ |
| | | बेजान भी बोलते हैं: मलयशरण भटनगर ६६ |
| | | सूँ-सूँ, धीं-धीं कलें शोर: प्रमोद मोहनजी 'जुष' ६९ |
| | | पातकों की प्रतिक्रिया ६८ |
| | | वर्ष-पहेली ६९ |
| | | साहित्यिक गतिविधियाँ ७१ |

Contents

School Science Review March 2020, 101 (376)

- 5 Editorial
- 6 **Coronavirus (COVID-19): trying to understand the information being supplied to the public**
Geoff Auly and Neil Walker
A physics teacher asks a biology teacher to explain the reasons behind some of the coronavirus advice and information being given on television and in the newspapers
- 11 **Science notes**
- 11 **Drying of gases: calcium chloride and ammonia** *Christopher Talbot*
- 12 **A simple demonstration of the danger of an overloaded electric circuit** *Ping-Wai Kwok*
- 13 **A STEM activity to make a 'teaching and learning pencil case'** *Steven Weir*
- 16 **Theme editorial: Science, engineering and big questions**
Berry Billingsley
- 19 **Thinking like a scientist in a multidisciplinary arena: the case of Renoir's painting**
Berry Billingsley and Mark Windsor
What does it mean to think like a scientist? How is thinking like a scientist similar to, and different from, thinking like a scholar in other disciplines?
- 25 **Why did the Titanic sink? – bridging two disciplines to teach epistemic insight with lower secondary school students**
Berry Billingsley, Shemayri Simpson and Marzouq Abedin
A workshop supporting teachers to explore how epistemic insight taught either individually or collaboratively can help their students to investigate a question that bridges science and another discipline
- 30 **Marine engineering and multidisciplinary approaches to address challenges on the high seas**
Anna Hampton
Introducing a marine engineering workshop designed to teach density and multidisciplinary ways of working by a collaboration of engineers and researchers
- 33 **Bristlebots – are they alive? Epistemic insight workshops using small things to ask big questions**
Karl Bentley
An introduction to a series of workshops designed within the Epistemic Insight Initiative that explore ways in which a purpose-made artefact, the Bristlebot, can encourage and equip students of all ages to investigate big questions
- 36 **A biology educator's perspective on 'life'**
Paul Davies
A summary of how biologists and philosophers of science have defined life is followed by the implications for the biology classroom and beyond
- 40 **Approaching the 'big questions' of middle-years school biology through the thinking of C.H. Waddington**
Nail R. Ingram
Can we use the thinking of Conrad Waddington to enable middle-years school biology students (ages 11–16) to think about the nature of life?
- 47 **Can a robot think for itself? Helping young people to ask big questions about human and electronic personhood**
Berry Billingsley and Mehdi Nassaji
A workshop designed to develop students' appreciation of the power and limitations of science and to encourage them to think critically about the impacts of using anthropomorphic language to describe the capabilities and nature of human-like machines
- 51 **The Engineering Ed project: dealing with failure and the robotic future – engaging students in multidisciplinary STEM learning**
Michael Oh and Finley Lawson
A robotics workshops can provide a multidisciplinary context for examining the power and limitations of science for secondary school students within a 'big questions' framework



Contents

School Science Review March 2020, 101(377)

- 60 **Has the time come to use near-infrared spectroscopy in your science classroom?**
Amrit Kaur
Using mobile near infrared spectrometers in case based health and safety education
- 67 **Citizen scientists: school students conducting, contributing to and communicating ecological research – experiences of a school-university partnership**
Pooja Kaur Bains and the MammalWeb citizen science project
Through a citizen science project monitoring local wild mammals, the authors describe what they learned from a mutually beneficial partnership between a secondary school and a research university
- 75 **The infrared camera as a pedagogical tool in science education**
Chuan Pei Wong and R. Subramanian
Seven ideas for high school science teachers for using the infrared camera to demonstrate concepts in physics, chemistry and biology
- 79 **The use of VPython/GlowScript to model chemical phenomena**
David Farley
Demonstrating chemical phenomena using computer models
- 83 **Reviews**
- 92 **Science websearch**
- 96 **SSR special issues**
- 96 **Advertisers index**

Health & Safety

For all practical procedures described in SSR, we have attempted to ensure that:

- all recognised hazards have been identified;
- appropriate precautions are suggested;
- where possible procedures are in accordance with commonly adopted model risk assessments;
- if a special risk assessment is likely to be necessary this is highlighted.

However errors and omissions can be made, and employers may have adopted different standards. Therefore, before any practical activity, teachers should always check their employer's assessment. Any local rules issued by their employer must be obeyed, whatever is recommended in SSR.

Unless the context dictates otherwise it is assumed that:

- practical work is conducted in a properly equipped laboratory;
- any mains-operated and other equipment is properly maintained;
- any fume cupboard operates at least to the standard of CLEAPSS Guide GB;
- care is taken with normal laboratory operations such as heating substances or handling heavy objects;
- good laboratory practice is observed when chemicals or living organisms are handled;
- eye protection is worn whenever there is any recognised risk to the eyes;
- fieldwork takes account of any guidelines issued by the employer;
- pupils are taught safe techniques for such activities as heating chemicals or smelling them, and for handling microorganisms.

Readers requiring further guidance are referred to:

Flashcards (CLEAPSS, 2016 and updates)

Topics in Safety, 3rd edn (ASE, 2001); updates available at www.ase.org.uk/resources/topics-in-safety

Safeguards in the School Laboratory, 12th edn (ASE, 2020)

Preparing Risk Assessments for Chemistry Practical Work in Schools & Colleges (SSERC, 2000)

SSERC hazardous chemicals database (www.ase.org.uk/health-safety/chemistry-health-safety/hazchem_database)

Be Safe! Health and Safety in School Science and Technology for Teachers of 5- to 12-Year-olds, 4th edn (ASE, 2019)

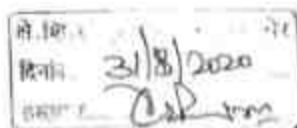
SSR March 2020, 101(377) 2

Contents

School Science Review (June 2020), 101(377)

- 5 Editorial
- 6 Letter
- 7 Responding to coronavirus (COVID-19) in public and within education
→ Observing social distancing and social behaviour: *Goeff Avey*
→ Physics demonstrations for observations: *Keith Gibbs*
10 Practical ways to illustrate some science topics at home: *Beth Taylor*
- 17 Science notes
14 Four more demonstration experiments: *Roshil Husly*
17 Beautiful rings of light formed by reflection: *Lein MacInnes*
18 Taking photographs of the 'beautiful rings of light': *Goeff Avey*
20 Toys that can foster engagement and improve understanding: *Catherine Davis*
24 Helpdesk – Doppler shift in light help needed: *Tim Pasquale*
- 27 The case for including epigenetics in the school science curriculum and trainee science teachers' views about its implications
Marcus Grace, Anshu Christakoskou, Gary Hughes, Keith Godfrey, Wilkie Berdyk and Janice Giffins
The rapidly growing field of epigenetics has transformed biological theory and yet many of us are unaware of its significance: should epigenetics be a part of the school science curriculum?
- 32 Introducing the epigenetic landscape into middle-years biology teaching
Nel R. Ingram
Integrating Conrad Hal Waddington's ideas into the curriculum: methods and benefits
- 37 Learning the assignment of structures to oxoacids of phosphorus through a new strategy
R. S. Sindhu and Pramila Jansari
A plan for teaching and learning chemical structures for a group of complex compounds
- 41 How to balance the equations of chemical reactions
Marten J. ten Hoor
Structuring the mathematics of calculating the correct proportions of substances to use for chemical reactions
- 45 How heavy is your pet dinosaur?
Mark David Walker
Estimating the mass of a full-sized dinosaur using a replica model
- 50 The nuclear legacy: dealing with waste and decommissioning
Frank Harris
Managing radioactive waste on a national scale
- 56 Breaking a rod: combining impulse and inertia
Nuri Balta
A method of demonstrating the unexpected effect of rapid collision with a large mass
- 58 Science teachers' lack of understanding of the nature of science: does it matter? Part 1
Stuart Farmer
Considering the distinction between a law and a hypothesis
- 64 Increasing student completion of long-form questions using bullet-point prompts
Elizabeth C. Davis-Berg and Julie Minbielle
Completion rates for long-form question with and without bullet-point prompts are compared
- 67 Understanding gaps in teacher interpretation of formative assessment evidence
Garima Bansal
Problems in planning and implementation of a formative assessment task may result in loss of its learning potential
- 73 'Don't know much about a science book': do children and young teens read science books for pleasure?
Ruth Jarman and Joy Alexander
A report on a study that explores this issue and its implications

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CURRENT CONTENT ALERT SERVICES



Contents

School Science Review (June 2020), 101(377)

- 81 Deconstructing scientific vocabulary for low-literacy students: an action research study
ACK MATHIAS
Explanation of words used in science, and teaching methods to help in the development of students' vocabulary
- 86 Reviews
- 90 Science websearch
- 93 Index to Volume 101
- 96 SSR special issues
- 96 Advertisers index

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Safeguards in the School Laboratory, 12th edn (ASE, 2020)

Preparing Risk Assessments for Chemistry Project Work in Schools & Colleges (SSEFC, 2020)

SSEFC hazardous chemicals database (www.ssefc.org.uk/health-safety/chemistry/health-safety/teachers_database-2/)

Be Safe! Health and Safety in School Science and Technology for Teachers of 3- to 12-Year-olds, 4th edn (ASE, 2011)

SSR June 2020, 101(377) 3