

POGIL: Lewis Dot Structures Part 1 (20 P)

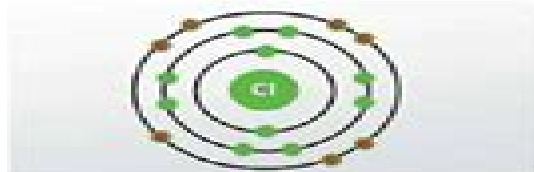
How are electrons shared to create covalently bonded molecules?

Read This!

Why? Covalent bonds result from a *sharing* of electrons by two or more atoms (usually nonmetals). **Lewis theory** (Gilbert Newton Lewis, 1875-1946) focuses on the valence electrons, since the outermost electrons are the ones that are highest in energy and farthest from the nucleus, and are therefore the ones that are most exposed to other atoms when bonds form. **Lewis dot diagrams** for elements are a handy way of picturing valence electrons, and especially, which electrons are available to be shared in covalent bonds.

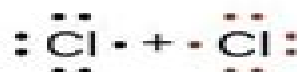
Bohr Model: Chlorine

7 valence electrons on outermost energy level



Lewis Dot diagram: Chlorine

7 valence electrons



chlorine
atoms



chlorine
molecule



Lewis Dot Diagrams Showing Valence Electrons for Individual Elements

1	2		3	4	5	6	7	8
$\cdot\text{H}$								He
$\cdot\text{Li}$	$\cdot\text{Be}\cdot$		$\cdot\text{B}\cdot$	$\cdot\text{C}\cdot$	$\cdot\text{N}\cdot$	$\cdot\text{O}\cdot$	$\cdot\text{F}\cdot$	$\cdot\text{Ne}\cdot$
$\cdot\text{Na}$	$\cdot\text{Mg}\cdot$	Transition metals	$\cdot\text{Al}\cdot$	$\cdot\text{Si}\cdot$	$\cdot\text{P}\cdot$	$\cdot\text{S}\cdot$	$\cdot\text{Cl}\cdot$	$\cdot\text{Ar}\cdot$

Atoms are grouped together by number of valence electrons; all atoms in Group 1 have 1 valence electron.

Pogil On Lewis Structures

Richard S. Moog, John J. Farrell



Pogil On Lewis Structures:

Organic Chemistry Suzanne M. Ruder, The POGIL Project, 2015-12-29 ORGANIC CHEMISTRY Making Chemistry Relevant Sharmistha Basu-Dutt, 2010-02-19 Unique new approaches for making chemistry accessible to diverse students Students interest and achievement in academics improve dramatically when they make connections between what they are learning and the potential uses of that knowledge in the workplace and or in the world at large Making Chemistry Relevant presents a unique collection of strategies that have been used successfully in chemistry classrooms to create a learner sensitive environment that enhances academic achievement and social competence of students Rejecting rote memorization the book proposes a cognitive constructivist philosophy that casts the teacher as a facilitator helping students to construct solutions to problems Written by chemistry professors and research groups from a wide variety of colleges and universities the book offers a number of creative ways to make chemistry relevant to the student including Teaching science in the context of major life issues and STEM professions Relating chemistry to current events such as global warming pollution and terrorism Integrating science research into the undergraduate laboratory curriculum Enriching the learning experience for students with a variety of learning styles as well as accommodating the visually challenged students Using media hypermedia games and puzzles in the teaching of chemistry Both novice and experienced faculty alike will find valuable ideas ready to be applied and adapted to enhance the learning experience of all their students **POGIL** Shawn R. Simonson, 2023-07-03 Process Oriented Guided Inquiry Learning POGIL is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines Beyond facilitating students mastery of a discipline it promotes vital educational outcomes such as communication skills and critical thinking Its active international community of practitioners provides accessible educational development and support for anyone developing related courses Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry The POGIL Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success develop curricular materials to assist this process conduct research expanding what is known about learning and teaching and provide professional development and collegiality from elementary teachers to college professors As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels This is an introduction to the process and the community Every POGIL classroom is different and is a reflection of the uniqueness of the particular context the institution department physical space student body and instructor but follows a common structure in which students work cooperatively in self managed small groups of three or four The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves based entirely on data provided in class not on prior reading of the textbook or other introduction to the topic The

learning environment is structured to support the development of process skills such as teamwork effective communication information processing problem solving and critical thinking The instructor s role is to facilitate the development of student concepts and process skills not to simply deliver content to the students The first part of this book introduces the theoretical and philosophical foundations of POGIL pedagogy and summarizes the literature demonstrating its efficacy The second part of the book focusses on implementing POGIL covering the formation and effective management of student teams offering guidance on the selection and writing of POGIL activities as well as on facilitation teaching large classes and assessment The book concludes with examples of implementation in STEM and non STEM disciplines as well as guidance on how to get started Appendices provide additional resources and information about The POGIL Project

[A Concise Guide to Improving Student Learning](#) Diane Cummings Persellin, Mary Blythe Daniels, 2023-07-03 This concise guidebook is intended for faculty who are interested in engaging their students and developing deep and lasting learning but do not have the time to immerse themselves in the scholarship of teaching and learning Acknowledging the growing body of peer reviewed literature on practices that can dramatically impact teaching this intentionally brief book Summarizes recent research on six of the most compelling principles in learning and teaching Describes their application to the college classroom Presents teaching strategies that are based on pragmatic practices Provides annotated bibliographies and important citations for faculty who want to explore these topics further This guidebook begins with an overview of how we learn covering such topics such as the distinction between expert and novice learners memory prior learning and metacognition The body of the book is divided into three main sections each of which includes teaching principles applications and related strategies most of which can be implemented without extensive preparation The applications sections present examples of practice across a diverse range of disciplines including the sciences humanities arts and pre professional programs This book provides a foundation for the reader explore these approaches and methods in his or her teaching

[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

Process Oriented Guided Inquiry Learning (POGIL) Richard Samuel Moog, 2008 POGIL is a student centered group learning pedagogy based on current learning theory This volume describes POGIL s theoretical basis its implementations in diverse environments and evaluation of student outcomes

[Exploring More Signature Pedagogies](#) Nancy L. Chick, Aeron Haynie, Regan A. R. Gurung, 2023-07-03 What is distinctive about the ways specific disciplines are traditionally taught and what kinds of learning do they promote Do they inspire the habits of the

discipline itself or do they inadvertently contradict or ignore those disciplines By analyzing assumptions about often unexamined teaching practices their history and relevance in contemporary learning contexts this book offers teachers a fresh way to both think about their impact on students and explore more effective ways to engage students in authentic habits and practices This companion volume to *Exploring Signature Pedagogies* covers disciplines not addressed in the earlier volume and further expands the scope of inquiry by interrogating the teaching methods in interdisciplinary fields and a number of professions critically returning to Lee S Shulman s origins of the concept of signature pedagogies This volume also differs from the first by including authors from across the United States as well as Ireland and Australia The first section examines the signature pedagogies in the humanities and fine arts fields of philosophy foreign language instruction communication art and design and arts entrepreneurship The second section describes signature pedagogies in the social and natural sciences political science economics and chemistry Section three highlights the interdisciplinary fields of Ignatian pedagogy women s studies and disability studies and the book concludes with four chapters on professional pedagogies nursing occupational therapy social work and teacher education that illustrate how these pedagogies change as the social context changes as their knowledge base expands or as online delivery of instruction increases Modern NMR Spectroscopy in Education David Rovnyak,2007 This book is intended to be a comprehensive resource for educators seeking to enhance NMR enabled instruction in chemistry This book describes a host of new modern laboratories and experiments

Advances in Computing and Communications, Part III Ajith Abraham,Jaime Lloret Mauri,John Buford,Junichi Suzuki,Sabu M. Thampi,2011-07-08 This volume is the third part of a four volume set CCIS 190 CCIS 191 CCIS 192 CCIS 193 which constitutes the refereed proceedings of the First International Conference on Computing and Communications ACC 2011 held in Kochi India in July 2011 The 70 revised full papers presented in this volume were carefully reviewed and selected from a large number of submissions The papers are organized in topical sections on security trust and privacy sensor networks signal and image processing soft computing techniques system software vehicular communications networks

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Learner-Centered Teaching Maryellen Weimer, 2013-02-26 In this second edition of the classic work *Learner Centered Teaching* Maryellen Weimer one of the nation's most highly regarded authorities on effective college teaching offers a comprehensive introduction to the topic of learner centered teaching in the college and university classroom This thoroughly revised and updated edition includes the most current examples of practice in action from a variety of disciplines and contains new information on the research support for learner centered approaches Weimer also includes a more in depth discussion of how students developmental issues influence the effectiveness of learner centered teaching Learner centered teaching focuses attention on what the student is learning how the student is learning the conditions under which the student is learning whether the student is retaining and applying the learning and how current learning positions the student for future learning To help educators accomplish the goals of learner centered teaching this important book presents the meaning practice and ramifications of the learner centered approach and how this approach transforms the college classroom environment *Learner Centered Teaching* shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone The book also offers well researched advice for educators who want to transition to a learner centered approach in their classrooms and identifies the steps to take to put into place learner centered policies and practices *Learner Centered Teaching* provides a theoretical foundation for the learner centered approach and outlines a positive way to improve teaching *Cooperative Learning in Higher Education* Barbara

Millis,2023-07-03 Research has identified cooperative learning as one of the ten High Impact Practices that improve student learning If you ve been interested in cooperative learning but wondered how it would work in your discipline this book provides the necessary theory and a wide range of concrete examples Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college and graduate courses in history and the sciences and how it works in small and large classes as well as in hybrid and online environments The authors describe the application of cooperative learning in biology economics educational psychology financial accounting general chemistry and literature at remedial introductory and graduate levels The chapters showcase cooperative learning in action at the same time introducing the reader to major principles such as individual accountability positive interdependence heterogeneous teams group processing and social or leadership skills The authors build upon and cross reference each others chapters describing particular methods and activities in detail They explain how and why they may differ about specific practices while exemplifying reflective approaches to teaching that never fail to address important assessment issues

Perspectives on Digitally-Mediated Team Learning Laurie O. Campbell,Richard Hartshorne,Ronald F. DeMara,2021-11-08 This book explores technology supported andragogical and pedagogical approaches that facilitate teamwork collaboration communication and problem solving opportunities in diverse disciplines Collaboration and communication skills are not typically developed in traditional STEM instructional practices The purpose of the book includes expanding the learning science research base regarding how learning principles and strategies including structured collaborative active contextual and engaging instructional settings can support foundational STEM instruction and improve student interest and achievement The chapters are classified into three categories a empirical studies exploring the manner in which technology enabled pedagogical principles and practices facilitate student interest in STEM courses b exploration of logistical factors associated with revisioning STEM education and c theoretical underpinnings and literature review of digitally mediated team learning The book showcases full length manuscripts advancing transformative approaches for technology enhanced team learning within STEM disciplines Contributions have been sought from interdisciplinary researchers developers and educators who engage in the research development and practice of adaptable digital environments for highly effective rewarding and scalable team based and collaborative learning These include such topics as real time tools for teams in classroom settings learning analytics effective technology enabled pedagogies and technology enabled collaborative pedagogical approaches to broaden participation in STEM disciplines Promising approaches and technologies to advance digitally mediated team and collaborative learning are explored including learning analytics to form effective learning teams Further innovative cyber assisted observation approaches for diagnostic assessment observation and interaction with student teams educational data mining of large volumes of collected data and leveraging The book will be of interest to Higher Education Faculty in STEM Learning Scientist and K 12 educators and learning coaches *Engaging Learners with*

Chemistry Ilka Parchmann, Shirley Simon, Jan Apotheker, 2020 Many projects in recent years have applied context based learning and engagement tools to the fostering of long term student engagement with chemistry While empirical evidence shows the positive effects of context based learning approaches on students interest the long term effects on student engagement have not been sufficiently highlighted up to now Edited by respected chemistry education researchers and with contributions from practitioners across the world Engaging Learners with Chemistry sets out the approaches that have been successfully tested and implemented according to different criteria including informative interactive and participatory engagement while also considering citizenship and career perspectives Bringing together the latest research in one volume this book will be useful for chemistry teachers researchers in chemistry education and professionals in the chemical industry seeking to attract students to careers in the chemical sector

Argumentation in Chemistry Education Sibel

Erduran, 2022-06-29 Scientists use arguments to relate the evidence that they select from their investigations and to justify the claims that they make about their observations This book brings together leading researchers to draw attention to research policy and practice around the inclusion of argumentation in chemistry education

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Chemistry Richard S. Moog, John J. Farrell, 2017-06-26 In the newly updated 7th

Edition Chemistry A Guided Inquiry continues to follow the underlying principles developed by years of extensive research on how students learn and draws on testing by those using the POGIL methodology This text follows the principles of inquiry based learning and correspondingly emphasizes underlying chemistry concepts and the reasoning behind them This text provides an approach that follows modern cognitive learning principles by having students learn how to create knowledge based on experimental data and how to test that knowledge

Writing Lewis Symbols and Lewis Structures H. Anthony

Neiding, James N. Spencer, 1994-01-01 **Extension of Lewis Structure Concepts to Open-shell and Excited- State Molecular Species** John Earl Carpenter, 1987

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