

1. According to the Bronsted—Lowry definition, which chemical species can function *both* as an acid and as a base?

- a.  $\text{Cl}^-$
- b.  $\text{SO}_4^{2-}$
- c.  $\text{NH}_4^+$
- d.  $\text{HCO}_3^-$
- e.  $\text{H}_3\text{O}^+$

2. In the reaction  $\text{CN}^- + \text{H}_2\text{O} \rightleftharpoons \text{HCN} + \text{OH}^-$  which is an acid—base conjugate pair?

- a.  $\text{H}_2\text{O}$  and  $\text{HCN}$
- b.  $\text{H}_2\text{O}$  and  $\text{OH}^-$
- c.  $\text{CN}^-$  and  $\text{H}_2\text{O}$
- d.  $\text{HCN}$  and  $\text{OH}^-$

3. Given that  $\text{HX}$  is a stronger Bronsted acid than  $\text{HY}$  in aqueous solution, which is true of a 1 M solution of  $\text{NaX}$ ?

- a. It is less basic than a 1 M solution of  $\text{NaY}$ .
- b. It is more basic than a 1 M solution of  $\text{NaY}$ .
- c. It yields a neutral solution.
- d. It is more concentrated than a 1 M solution of  $\text{NaY}$ .

4. The pH of a 0.03 M  $\text{HCl}$  solution is

- a. 1.5
- b. 2.5
- c. 3.5
- d. 12.5

5. The pH of a  $1.0 \times 10^{-2}$  M  $\text{Ba}(\text{OH})_2$  solution at  $25^\circ\text{C}$  is

- a. 2.7
- b. 3.0
- c. 11.0
- d. 11.3

6. Which is the strongest acid?

- a.  $\text{HClO}$
- b.  $\text{HClO}_2$
- c.  $\text{HClO}_3$
- d.  $\text{HClO}_4$

7. Which salt reacts with water (hydrolyzes) to produce a basic solution?

- a.  $\text{NaC}_2\text{H}_3\text{O}_2$
- b.  $\text{NaNO}_3$
- c.  $\text{NH}_4\text{Cl}$
- d.  $\text{BaSO}_4$

8. The *weakest* of the bases listed is

Acid	Conjugate Base	$K_a$ (Ionization Constant of Acid)
$\text{HCl}$	$\text{Cl}^-$	100% ionized
$\text{HSO}_4^-$	$\text{SO}_4^{2-}$	$1.2 \times 10^{-2}$
$\text{H}_2\text{S}$	$\text{HS}^-$	$5.7 \times 10^{-8}$
$\text{HS}^-$	$\text{S}^{2-}$	$1.2 \times 10^{-13}$

- a.  $\text{Cl}^-$
- b.  $\text{CN}^-$
- c.  $\text{HS}^-$
- d.  $\text{S}^{2-}$
- e.  $\text{SO}_4^{2-}$

9. The oxide of which element will react with water to form the strongest acid?

	Main Groups							
Period	I	II	III	IV	V	VI	VII	O
First								
Second	X	Y	Z	P		Q	S	U
Third	W					R	T	M

- a. W
- b. M
- c. P
- d. R
- e. Z

10. Which statement is a logical inference from the fact that a 0.10 M solution of potassium acetate  $\text{KC}_2\text{H}_3\text{O}_2$  is less alkaline than a 0.10 M solution of potassium cyanide,  $\text{KCN}$ ?

- a. Hydrocyanic acid is a weaker acid than acetic acid.
- b. Hydrocyanic acid is less soluble in water than acetic acid.
- c. Cyanides are less soluble than acetates.
- d. Acetic acid is a weaker acid than hydrocyanic acid.

11. In the titration of 50.0 mL of 0.100 M benzoic acid (a monoprotic acid) with 50.0 mL of 0.100 M  $\text{NaOH}$ , the properties of the solution at the equivalence point will correspond exactly to the properties of

- a. a 0.100 M sodium solution.
- b. a 0.0500 M sodium hydroxide solution.
- c. a 0.0500 M benzoic acid solution.
- d. a 0.0500 M sodium benzoate solution.

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**N Noddings**



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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

**Organic Chemistry Education Research into Practice** Jay Wackerly, Sarah Zingales, Michael Wentzel, Gautam Bhattacharyya, Brett McCollum, 2025-03-25 This Research Topic has three main goals 1 provide a platform for instructors of organic chemistry to showcase evidence based methods and educational theories they have utilized in their classrooms 2 build new and strengthen existing connections between educational researchers and practitioners and 3 highlight how people have used chemical education based research in their teaching practice There are places in the literature dedicated for chemical education research CER however there is not a clear avenue for those that have changed their teaching methods based on published CER and report their experiences Creating this article collection will foster collaboration between chemical education researchers and teachers of organic chemistry This opportunity allows these instructors to share evidence based practices experiences challenges and innovative approaches from CER literature and beyond This Research Topic bridges discipline based education research and the scholarship of teaching and learning which will help advance organic chemistry education and improve student outcomes

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**Interdisciplinary Approaches to Distance Teaching** Alan Blackstock,Nathan Straight,2015-11-19 Synchronous technologies particularly interactive video conferencing IVC are becoming common modes of teaching and delivering college courses The increasing popularity of IVC in the U S and abroad calls for more pedagogically effective practices for instructors using this technology This volume focuses on innovative and proven approaches to IVC teaching in a variety of disciplines English history biology chemistry geology engineering social work and elementary and special education Contributors hail from a pioneering university at the forefront of distance education and understand the practice and potential of IVC teaching at the highest levels Chapters outline the challenges and benefits of IVC teaching from pedagogical technical and administrative perspectives **ACS General Chemistry** Sterling Test Prep,2022-10-06 **Mastery**

**Through Quizzing** Stan Skrabut,2025-03-24 Clear your desks You have a quiz Few phrases spark more anxiety in students The tension the stomach knots the panicked glances around the room We ve all been there But what if quizzing wasn t something to dread What if it became the key to deeper learning greater confidence and real mastery instead Mastery Through Quizzing isn t just about testing knowledge but transforming how we learn Whether you re an educator administrator or instructional designer this book will show you how to turn low stakes assessments into powerful tools for engagement retention and long term success Discover how to Shift from high pressure exams to a growth focused quizzing strategy that reduces anxiety and boosts confidence Design questions that drive critical thinking not just memorization Leverage technology and test banks to make quizzes more effective and scalable Implement a step by step Mastery Quizzing Strategy to help students achieve real understanding Unlike traditional assessments that measure what students don t know mastery quizzing helps them build knowledge step by step reinforcing what they know and guiding them forward With decades of experience in instructional technology and education I ve seen firsthand how this method can transform classrooms I m sharing the approach to help you move beyond outdated testing models and create a learning experience that works It s time to rethink quizzing Let s turn it from a source of stress into a stepping stone for mastery Scroll up and grab

your copy today      **Building Synergy for High-Impact Educational Initiatives** Janine Graziano, Lauren Chism Schmidt, 2016-05-17 Published in partnership with the Washington Center for Improving the Quality of Undergraduate Education First year seminars and learning communities are two of the most commonly offered high impact practices on U S campuses The goals of these initiatives are similar helping students make connections to faculty and other students improving academic performance and increasing persistence and graduation As such it is not surprising that many institutions choose to embed first year seminars in learning communities This volume explores the merger of these two high impact practices In particular it offers insight into how institutions connect them and the impact of those combined structures on student learning and success In addition to chapters highlighting strategies for designing teaching in and assessing combined programs case studies offer practical insights into the structures of these programs in a variety of campus settings      **General Catalog -- University of California, Santa Cruz** University of California, Santa Cruz, 1999

*Quality Assurance in the Pathology Laboratory* Maciej J. Bogusz, 2011-02-22 Quality refers to the amount of the unpriced attributes contained in each unit of the priced attribute Leffler 1982 Quality is neither mind nor matter but a third entity independent of the two even though Quality cannot be defined you know what it is Pirsig 2000 The continuous formulation of good practices and procedures across fields reflects t      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      Preparing for Your ACS Examination in General Chemistry - the Official Guide LUCY T. EUBANKS, 2018-10-15 This guide is separated into first term and second term general chemistry material Each section contains 8 chapters of material that also aligns to most general chemistry textbooks for a seamless addition to study materials for students Each chapter is designed with an introductory section of the material including common representations and where to find this material in a textbook The second section provides worked examples of typical multiple choice questions including how the correct answer is determined as well as how the incorrect answers were determined Also included for each study problem is a listing of the corresponding practice questions that use that concept The final section is a series of practice problems to test the concepts collectively The key is provided on a separate page for all study and practice problems      **Perspectives on Scientific Argumentation** Myint Swe Khine, 2011-09-30 Argumentation arriving at conclusions on a topic through a process of logical reasoning that includes debate and persuasion has in recent years emerged as a central topic of discussion among science educators and researchers There is now a firm

and general belief that fostering argumentation in learning activities can develop students critical thinking and reasoning skills and that dialogic and collaborative inquiries are key precursors to an engagement in scientific argumentation It is also reckoned that argumentation helps students assimilate knowledge and generate complex meaning The consensus among educators is that involving students in scientific argumentation must play a critical role in the education process itself Recent analysis of research trends in science education indicates that argumentation is now the most prevalent research topic in the literature This book attempts to consolidate contemporary thinking and research on the role of scientific argumentation in education Perspectives on Scientific Argumentation brings together prominent scholars in the field to share the sum of their knowledge about the place of scientific argumentation in teaching and learning Chapters explore scientific argumentation as a means of addressing and solving problems in conceptual change reasoning knowledge building and the promotion of scientific literacy Others interrogate topics such as the importance of language discursive practice social interactions and culture in the classroom The material in this book which features intervention studies discourse analyses classroom based experiments anthropological observations and design based research will inform theoretical frameworks and changing pedagogical practices as well as encourage new avenues of research

Bulletin ,1962      *Broadening Participation in STEM* Zayika Wilson-Kennedy,Goldie S. Byrd,Eugene Kennedy,Henry T. Frierson,2019-02-28 This book reports on high impact educational practices and programs that have been demonstrated to be effective at broadening the participation of underrepresented groups in the STEM disciplines      **Science** ,1969      **Catalogue** University of California, Santa Cruz, Industrial & Engineering Chemistry ,1915



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