

Organic Education Resources

A cCWCS Community of Scholars

Diversity and Inclusion in OrganicERs

The OrganicERs Leadership Board will prepare statements concerning the terrible killing of George Floyd and our values as a scientific community. It will be posted at the website and sent out as a separate mailing.

OrganicERs Facebook Group Discussions about and Contributions for Online Organic Chemistry

It's been a long semester for everyone with many questions concerning what will happen in the upcoming academic year. The members of the OrganicERs Facebook group have been sharing their ideas, course materials, and resources in their attempts to provide worthwhile learning experiences for their students. The following is both a distillation (pun intended) of the discussion and a listing of resources provided by members since the beginning of March for online teaching. It is divided into three categories: Solutions for Teaching Lab, Solutions for Teaching Spectroscopy, and Solutions for Teaching "Lecture". The latter is in quotation marks because some use active learning in our classes instead of traditional lecture. Also check the updated [Online Resources for Organic Chemistry](#). ([read more](#))

Teaching Organic Chemistry I and II Labs Remotely during a Pandemic

Cathy Welder



As with many other institutions, Dartmouth College moved to remote teaching in March due to the COVID-19 pandemic. However, since Dartmouth operates on a quarter system, we started the spring term remotely after narrowly completing the winter term. Our main sequence organic chemistry students were enrolled in Organic I for the spring, while our honors sequence students were enrolled in Organic II. I was faced with how to teach the full term of Organic I lab remotely to students who had never set foot in a physical lab space. I know many of you finished the Organic II semester this year and face the possibility of remote learning for Organic I in the fall. As such, I wish to share a bit regarding what I did this spring in the hopes of spurring ideas for your fall. I will also describe my experience teaching the Organic II lab. ([read more](#))

Study of ALOC Workshop Effectiveness Published

Justin Houseknecht



Our study measuring the impact of the 2015 and 2016 Active Learning in Organic Chemistry Workshops was just [published](#) in *Chemistry Education Research and Practice*. As many readers will know, we used teaching self-efficacy and teaching practices instruments to measure changes in participant beliefs, knowledge, and practice over a two-year period – thank you to those that faithfully completed the surveys every six months. We found large and sustained increases in each domain measured for participants in the 4-day and 3-hour workshops, though gains were larger for participants in the longer workshops. ([read more](#))

Active Learning in Organic Chemistry (ALOC) Symposium

The “Active Learning in Organic Chemistry” symposium will again be hosted at the ACS National Meeting. The event will feature 8 presentations with topics ranging from the use of dynamic apps in the laboratory to 3D printing and use of creative exercises to promote meaningful learning in organic chemistry. As the COVID situation is fluid, it has not been determined if the meeting will be virtual or in person. Please find the latest updates on plans for the ACS National Meeting

at <https://www.acs.org/content/acs/en/meetings/national-meeting/abstract-submission.html>

[Call for Abstracts - American Chemical Society](#)

American Chemical Society: Chemistry for Life. Fall 2020 National Meeting & Expo. As we look towards the ACS Fall 2020 National Meeting & Exposition in San Francisco in August, we are closely monitoring both the impacts of COVID-19 pandemic on in-person events and governmental actions and health authority directives to help keep residents and visitors safe.

www.acs.org

OrganicERs paper is included in a special virtual JCE issue

The Journal of Chemical Education published a compendium of free resources (https://pubs.acs.org/page/jceda8/vi/teaching-chemistry-online?ref=vi_journalhome) aimed to help chemistry instructors who are now finding themselves learning on the job how to teach chemistry remotely. Among the papers included in this special virtual issue is an account (https://pubs.acs.org/doi/10.1021/acs.jchemed.9b00104?ref=vi_teaching-chemistry-online) reporting building a community of practice for organic chemistry instructors. This paper summarizes activities that members of this community (including perhaps you!) participated in the last seven years, as well as some theoretical underpinnings that govern the design and implementation of these activities.

Another Milestone for OrganicERs

OrganicERs has passed the 600-member mark with a current total of 614. Faculty from 49 states, the District of Columbia, the Virgin Islands, five Canadian provinces, and 24 countries around the world now have access and can submit to the collection of pedagogical materials for organic chemistry.

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

Board Members' Picks

Some publications, presentations, and events that caught our interest

From Alexey Leontyev

Seery, M. K. Establishing the Laboratory as the Place to Learn How to Do Chemistry. *J. Chem. Educ.* **2019**, <https://pubs.acs.org/doi/10.1021/acs.jchemed.9b00764>.

Clark, G. A.; Humphries, M. L.; Perez, J.; Udoetuk, S.; Bhatt, K.; Domingo, J. P.; Garcia, M.; Daubenmire, Patrick L.; Mansuri, N.; and King, M. *Journal of Chemical Education* **2020** 97 (1), 48-55. DOI: 10.1021/acs.jchemed.9b00408

From Jennifer Muzyka

Darby, F. and Lang, J. M. *Small Teaching Online*; Jossey-Bass: San Francisco, CA, 2019.

Nilson, L. *Creating Self-Regulated Learners*; Stylus Publishing: Sterling, VA, 2013

From Leyte Winfield

Self-regulated learning, mindfulness, and metacognition are important skills to active learning. The Growth and Goals Module, created by the Flynn Research Group at uOttawa, introduce students to concepts of self-regulated learning, mindset, and metacognition. The resource also helps them to understand how to incorporate elements of the concepts into their learning strategies. The modules are free to use and customizable for your course and student population. Data does not report back to the site. You can obtain a copy of the resource: <http://www.flynnresearchgroup.com/growthgoals>