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For students, DIY hobbyists, and science buffs, who can no longer get real chemistry sets, this one-of-a-kind guide explains how to set up and use a home chemistry lab, with step-by-step instructions for conducting experiments in basic chemistry -- not just to make pretty colors and stinky smells, but to learn how to do real lab work: Purify alcohol by distillation Produce hydrogen and oxygen gas by electrolysis Smelt metallic copper from copper ore you make yourself Analyze the makeup of seawater, bone, and other common substances Synthesize oil of wintergreen from aspirin and rayon fiber from paper Perform forensics tests for fingerprints, blood, drugs, and poisons and much more From the 1930s through the 1970s, chemistry sets were among the most popular Christmas gifts, selling in the millions. But two decades ago, real chemistry sets began to disappear as manufacturers and retailers became concerned about liability. ,em>The Illustrated Guide to Home Chemistry Experiments steps up to the plate with lessons on how to equip your home chemistry lab, master laboratory skills, and work safely in your lab. The bulk of this book consists of 17 hands-on chapters that include multiple laboratory sessions on the following topics: Separating Mixtures Solubility and Solutions Colligative Properties of Solutions Introduction to Chemical Reactions & Stoichiometry Reduction-Oxidation (Redox) Reactions Acid-Base Chemistry Chemical Kinetics Chemical Equilibrium and Le Chatelier's Principle Gas Chemistry Thermochemistry and Calorimetry Electrochemistry Photochemistry Colloids and Suspensions Qualitative Analysis Quantitative Analysis Synthesis of Useful Compounds Forensic Chemistry With plenty of full-color illustrations and photos, Illustrated Guide to Home Chemistry Experiments offers introductory level sessions suitable for a middle school or first-year high school chemistry laboratory course, and more advanced sessions suitable for students who intend to take the College Board Advanced Placement (AP) Chemistry exam. A student who completes all of the laboratories in this book will have done the equivalent of two full years of high school chemistry lab work or a first-year college general chemistry laboratory course. This hands-on introduction to real chemistry -- using real equipment, real chemicals, and real quantitative experiments -- is ideal for the many thousands of young people and adults who want to experience the magic of chemistry.

Succeed in your course using this lab manual's unique blend of laboratory skills and exercises that effectively illustrate concepts from the main text, CHEMISTRY FOR TODAY: GENERAL, ORGANIC, AND BIOCHEMISTRY, 8e. The book's 15 general chemistry and 20 organic/biochemistry safety-scale laboratory experiments use small quantities of chemicals and emphasize safety and proper disposal of materials. Safety-scale' is the authors' own term for describing the amount of chemicals each lab experiment requires--less than macroscale quantities, which are expensive and hazardous, and more than microscale quantities, which are difficult to work with and require special equipment. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Build skill and confidence in the lab with the 61 experiments included in this manual. Safety is strongly emphasized throughout the lab manual. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Chemistry is one of the fundamental science courses which explains the properties and interactions of substances. Many students struggle with understanding chemical concepts due in part to the misconnection between the three levels of chemical representations and the large cognitive load required to process the information. Educators developed active learning based on the theory that students build their understanding on their own to help them learn chemistry. It has been shown that active learning can help the students to improve their processing skills and their performance in STEM courses. This dissertation focuses on the implementation and analysis of active-learning strategies in entry-level ungraduate chemistry laboratories and classrooms. The first research topic in this dissertation is to determine whether attending general chemistry labs and completing lab reports help the students to answer exam questions that correspond to the lab content. Overall, the data collected from different lab topics indicate mixed results. Students performed better on lab-related questions for some topics, such as kinetics and electrochemistry. The results show that biological science students and female students tend to get more benefit from the graphing component of the kinetics experiment than engineering majors and male students. The results also show that biological science students and female students tend to perform better on conceptual questions related to acid-base titrations, and electrochemistry. Two LEGO-based hands-on activities were developed for use in the classroom to help students understand chemical kinetics and equilibrium concepts. The kinetics activity simulates a pseudo-first order reaction by using different numbers of colored bricks. The equilibrium activity models the relationship between the rates of the forward and reverse reactions and equilibrium amounts by using different combinations of assemblers and disassemblers. Also, the equilibrium activity illustrates Le Chatelier's principle by changing the number of reactant bricks or product bricks after equilibrium has been reached and letting the reaction

shift back towards equilibrium. Overall, it was found that student understanding was improved on topics that were directly related to the LEGO activities. Muddiest point cards are index cards that were used as a technique to collect student reflections in an entry-level chemistry class. At the end of each lecture, students were asked to write down something they were not clear about, or something they had learned, if they did not have a question. The student reponses on the muddiest point cards were categorized into two types: questions that were related to the lecture content and something that was learned. The association between the student response type and their performance was studied. Students with higher in-class performance tended to ask more questions that were related to the lecture content, while students with lower in-class performance tended to write down something they had learned in the class. Students who did not give a response frequently tended to have a lower in-class performance and a lower course performance. Gender difference on the preference of response type was also studied, but no consistent result was found.