

For the Session 1 presentation “Introduction to Research on Active Learning in Organic Chemistry” read the paper assigned to your team. The links are provided in this document and the corresponding PDF files are posted in Moodle (<https://courses.centre.edu/login/index.php>.) During the session, you will first work with your team to create a summary of the article. Then, participants will divide into groups so that you can summarize your paper for others who did not read it.

Paper	Assigned to
Cormier, C., & Voisard, B. (2018). Flipped classroom in Organic chemistry has significant effect on students’ grades. <i>Frontiers in ICT</i> , 4, 30.  <a href="https://doi.org/10.3389/fict.2017.00030">https://doi.org/10.3389/fict.2017.00030</a>	Team 1: Alkenes  Team 2: Alkyl Halides
Crimmins, M. T., & Midkiff, B. (2017). High structure active learning pedagogy for the teaching of organic chemistry: Assessing the impact on academic outcomes. <i>Journal of Chemical Education</i> , 94(4), 429-438.  <a href="https://doi.org/10.1021/acs.jchemed.6b00663">https://doi.org/10.1021/acs.jchemed.6b00663</a>	Team 3: Spectroscopy  Team 4: Aldehydes and Ketones
Wilson, S. B., & Varma-Nelson, P. (2018). Characterization of first-semester organic chemistry Peer-Led Team Learning and Cyber Peer-Led Team Learning students’ use and explanation of electron-Pushing Formalism. <i>Journal of Chemical Education</i> , 96(1), 25-34.  <a href="https://doi.org/10.1021/acs.jchemed.8b00387">https://doi.org/10.1021/acs.jchemed.8b00387</a>	Team 5: Carboxylic Acids and Derivatives

Use the following questions to guide your reading:

1. What was the primary purpose of the paper assigned to you?
2. Describe the intervention and its implementation used in the paper?
3. How did the authors measure the effect of the intervention on students?
4. If you were to summarize this paper in one sentence, what would that sentence be?