

The Effect of Guided Group Problem Solving Sessions on Performance of Students on Introductory Chemistry Assessments

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Course Background

Introductory Chemistry CHM103 is a General Education science knowledge outcomes course tailored for students in the textile sciences, or in one of the allied health fields such as: nursing and nutrition.

Students will learn about:

- ions, atoms, molecules.
- chemical bonding,.
- structure of atoms.
- The Mole.
- Balancing Chemical Reactions, etc.

Reasons for implementation of the study:

- Students may have not had adequate preparation for college chemistry.
- Students found chemistry problems challenging.
- They perform poorly on chemistry assessments.
- They fail or drop out of chemistry courses.

These were factors that directed this study.

Course Changes

Students taking Introductory Chemistry courses may struggle and fail these courses. With my students I experimented with incorporating:

- Collaborative Learning AND
- Scaffolding.

In this brief experimental study:

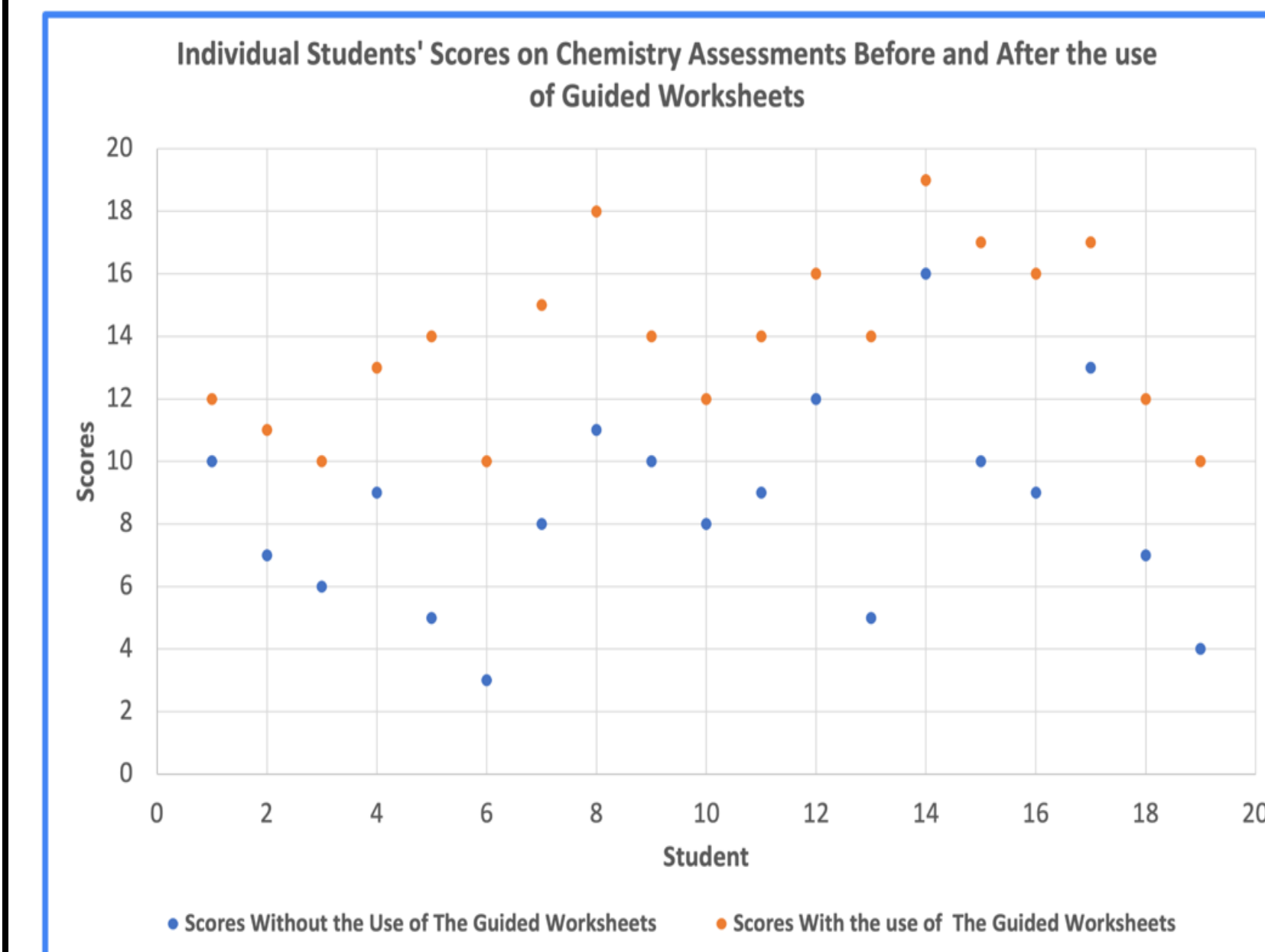
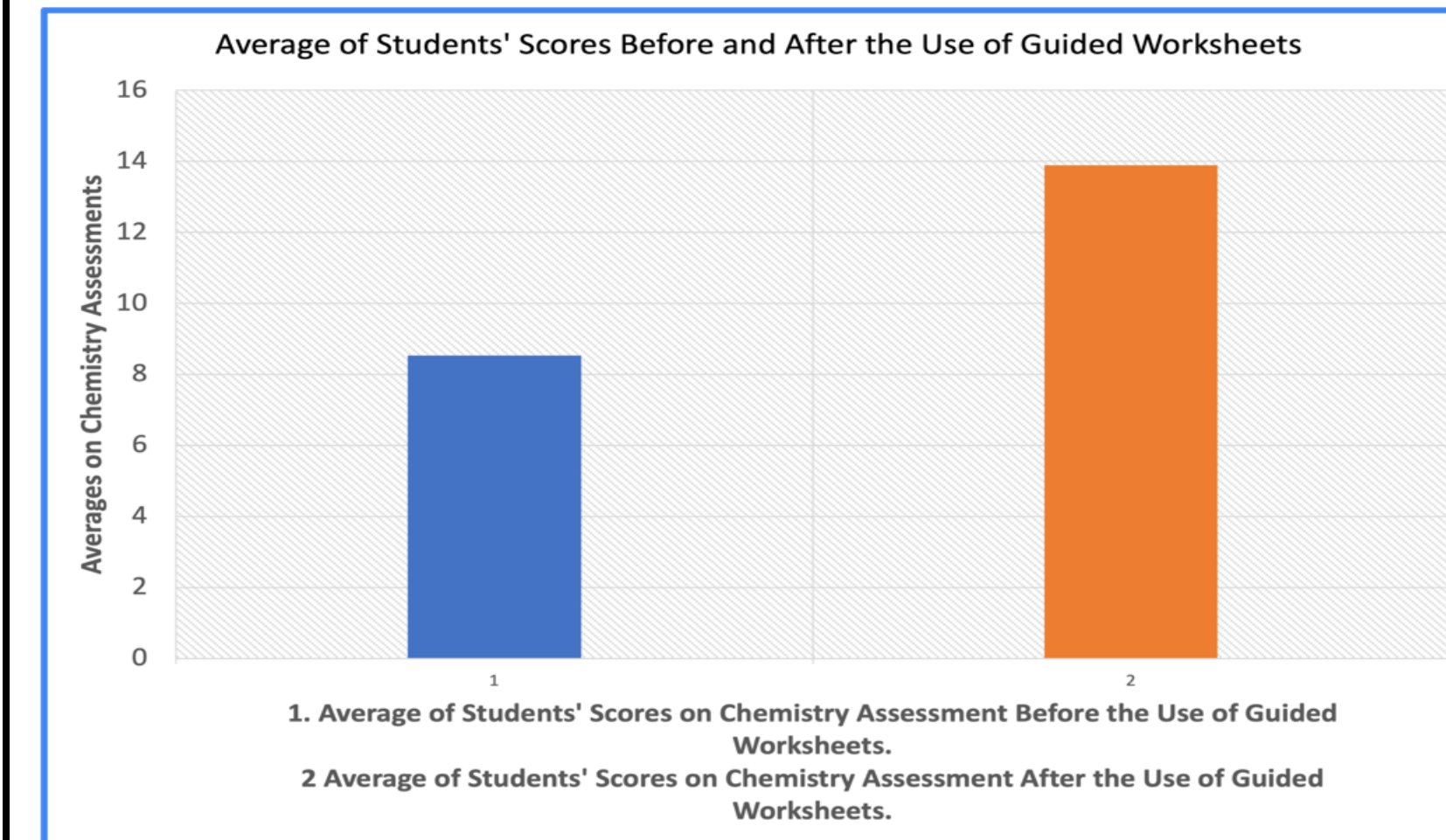
- I design guided worksheets for every chapter of the chemistry book being used.
- I let students work in groups to work on these worksheets.

Outcomes:

- This method showed a significant improvements on students' chemistry assessments as shown in the graphs



Results



THINK BIG



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