Important Dates

- OASYS opens for abstract submissions: August 13, 2007
- ***Deadline for submission of abstracts: November 5, 2007
- OASYS closes to symposium organizers: November 14, 2007
- Deadline for preliminary program: November 25, 2007
- Deadline for final program: December 10, 2007

Meeting Co-Chairs

**Trace Jordan**, New York University, Morse Academic Plan, 100 Washington Square East, Room 903, New York, NY 10003, 212-998-8078, 212-995-4055 (fax), trace.jordan@nyu.edu

**Richard Schwenz**, University of Northern Colorado, Department of Chemistry, 3480 Ross Hall, Greeley, CO 80639, 970-351-1287, 970-351-2553 (fax), richard.schwenz@unco.edu

High School Program Co-Chairs

**Stella Allen**, Dean of Science and Mathematics Department, New Orleans Charter Science & Mathematics High School, 5625 Loyola Ave, New Orleans, LA 70115, 504-324-7075, sellen@noscihigh.com

**Larry Blanchard**, 7924 Belfast Street, New Orleans, Louisiana, 70125-3406, 504-861-4289, l.blanchard@att.net

Undergraduate Poster Chair

**Nancy Bakowski**, Department of Higher Education, American Chemical Society, 1155 Sixteenth Street NW, Washington, DC 20036, 202-872-6166, n_bakowski@acs.org

CHED Program Chair

**Julie Smist**, Springfield College, Department of Biology/Chemistry, 263 Alden Street, Springfield, MA 01109, 413-748-3382, 413-748-3761 (fax), jsmist@spfldcol.edu (beginning 2008)

**Cathy Middlecamp**, Department of Chemistry, 1101 University Avenue, Madison, WI 53706, 608-263-5647, fax: 608-262-038, chmiddle@wisc.edu
**COMPLETED SYMPOSIA**

ACS Award for Achievement in Research for the Teaching and Learning of Chemistry: Symposium in Honor of Dorothy L. Gable  
*Sponsored by Division of Chemical Education (invited papers only).* **Stacey Lowery Bretz**, Department of Chemistry and Biochemistry, Miami University, 701 East High Street, Hughes Lab 369, Oxford, OH 45056, 513-529-3731, bretzsl@muohio.edu

**Chemical Evolution II: From Origins of Life to Modern Society (Oral symposium #10463).**  
*Sponsored by Division of Chemical Education, Cosponsored by Division of Environmental Chemistry, Division of Geochemistry, and Division of Organic Chemistry.* (Sessions 1-3 are invited only; session 4 is invited and contributed) This symposium follows chemical evolution from the origins of life to the modern day. Chemical principles are central to understanding evolution, and myriad chemical techniques provide tools to further that knowledge. Presentations by leaders in the field will provide a framework for a workshop on teaching the importance of evolutionary chemistry for society. The Teaching Evolutionary Chemistry session will focus on the implementation of symposium themes in classrooms and labs. **Lori A. Zaikowski**, Department of Chemistry, Dowling College, Oakdale, NY 11769, 631-244-3180, 631-244-1033 (fax), zaikowskil@dowling.edu

**Chemistry Education Research (Oral symposium #10401).** *Sponsored by Division of Chemical Education.* This symposium, sponsored by the CHED Committee on Chemistry Education Research, will provide a forum for the exploration of research conducted on the teaching and learning of chemistry. Papers will address three aspects of chemistry education research: (1) the motivation for the research and the type of problems investigated, (2) the methodology used to gather and interpret the collected data, and (3) the findings and the significance of their interpretation. **Renee S. Cole**, Department of Chemistry & Physics, University of Central Missouri, Warrensburg, MO 64093, 660-543-8704, rcole@ucmo.edu, and **Jerry P. Suits**, Chemistry and Biochemistry Program, University of Northern Colorado, Greeley, CO 80639, 970-351-1169, Jerry.Suits@unco.edu

**Chemistry Education: Meeting ACS Guidelines and National and State Standards (Oral symposium #10161).** *Sponsored by Division of Chemical Education.* Chemistry department curricula need to both meet ACS guidelines and mesh with the basic education standards driving the preparation of college freshmen. What is the impact these guidelines and standards on the current chemistry education environment, both at the high school/undergraduate and undergraduate/career interfaces? How are curricula being designed to support these guidelines and standards? **Lorraine Mulfinger**, Juniata College, 1700 Moore Street, Huntingdon, PA 16652, 814-641-3718, mulfinger@juniata.edu. **Sharon Yohn**, Juniata College, 1700 Moore Street, Huntingdon, PA 16652, 814-641-3686, YohnS@juniata.edu.

**Chemistry in Informal Learning Environments (Oral symposium #10465).** *Sponsored by Division of Chemical Education.* Informal learning environments provide unique ways for students of all ages and the public to be involved in chemistry outside of school. Informal education is important because the learning that occurs often relates to real life situations and the format provides more flexibility than most classroom settings. This session will focus on chemistry-related activities that have been developed for informal settings and the types of environments in which informal learning occurs. **Rachel Morgan Theall**, Department of Chemistry, Southeast Missouri State University, RH 201G MS6400, Cape Girardeau, MO 63701, 573-651-2372, rmtheall@semo.edu
Delphi studies, Student Interview Protocols and New Concept Inventories for Undergraduate Chemistry (Oral symposium #10396). Sponsored by Division of Chemical Education. This symposium highlights a general method for assessing the development of students in their chemical reasoning in courses beyond general chemistry. Specifically, the developments of concept inventories and student profilers for assessing chemistry students will be presented. Janet Bond-Robinson, Dept. Chemistry & Biochemistry, Arizona State University, Tempe, AZ 85287, 480-965-5099, Bond-Robinson@asu.edu

Developing Chemistry Curriculum for the Home School Environment – Experimental Results (Oral symposium #10621). Sponsored by Division of Chemical Education. This session will focus on a new frontier for the development of curriculum – i.e. how to provide a laboratory based program for the growing population of home schoolers. Home schooling is becoming more and more prevalent in the United States with a now estimated over 1.2 million students being home schooled. It is anticipated that home schooling is only going to increase in the near future as parents are evaluating their education options. The drivers for home schooling are varied – the displeasure with the academic system, a concern for the overall environment (safety, teaching strategies, etc.) and religious reasons. While most people think that the religious driver, it turns out that this is not the biggest driver for home education. As such the needs for educational curriculums that fit the needs of the parents and the students are expanding. This symposium will focus on these needs, what is currently available for the home school environment and developments regarding materials that can be adapted for the home schooler. Frankie K. Wood-Black, ConocoPhillips, 2277 Kirkwood #303, Houston, TX 77077

Environmental Chemistry Education (Oral symposium #10578). Sponsored by Division of Chemical Education. This symposium invites educators to reveal their “best practices” in teaching environmental chemistry. Presentations may describe overcoming 1) the difficulties of a diverse population of students, 2) ill-prepared students, 3) the depth as well as the breadth of environmental chemistry, and/or 4) the dilemma of textbook selection in addition to supplemental materials such as digital resources. Also encouraged are oral papers explaining 1) novel assessment methods to meet stated learning outcomes and/or 2) the departmental outcomes of an ACS approved environmental chemistry option program which stresses teaching the chemistry of the environment, aquatic chemistry, atmospheric chemistry, and geochemistry. Marina Koether, Department of Chemistry and Biochemistry, Kennesaw State University, 1000 Chastain Road, MS 1203, Kennesaw, GA 30144, 770-423-6166, 770-423-6744 (fax), mkoether@kennesaw.edu

Faculty Development in Chemical Education (Oral symposium #10620). Sponsored by Division of Chemical Education. Chemical Education is a new division in Chemistry, so Chemistry Departments can struggle to define the roles and responsibilities of faculty in Chemical Education. The goal of this symposium is to have Chemical Education faculty, or faculty members from departments who have recently hired in Chemical Education describe 1) the qualifications for a tenure-track position in Chemical Education, 2) the responsibilities and expectations for tenure and 3) departmental and university support for faculty scholarship in Chemical Education. Presenters should address particular challenges of being in an emerging discipline within a traditional department and how these challenges may have been met. Bob Blake, Department of Chemistry and Biochemistry, MS 1061, Texas Tech University Lubbock, TX 79409-1061 806-742-4200 bob.blake@ttu.edu

General Papers (Oral symposium #9375). Sponsored by Division of Chemical Education
Tyson A. Miller, Department of Chemistry, University of Connecticut, 55 North Eagleville Road, Unit 3060, Storrs, CT 06269-3060
General Posters (Poster symposium #9376). *Sponsored by Division of Chemical Education.* Robin Macaluso, Chemistry and Biochemistry, University of Northern Colorado, University of Northern Colorado, Campus Box 98, Greeley, CO 80639

George C. Pimentel Award in Chemical Education” Symposium in Honor of Richard M. Zare: Intersystem Crossing in Chemical Education
*Sponsored by Division of Chemical Education (invited papers only?).* Robert L. Lichter, Merrimack Consultants, LLC, P.O. Box 963, Great Barrington, MA 01230-0963, 413-528-9681, RLichter@MerrimackLLC.com

Green Chemistry & Engineering: Equipping Scientists and Engineers to Achieve Sustainability (Oral symposium #10579). *Sponsored by Division of Chemical Education.* If industry is to adopt green chemistry and engineering technologies, today's students must be trained to design products and processes that are environmentally benign. Today's faculty are thus challenged to integrate green chemistry and engineering concepts into their teaching, research, and service. This symposium will feature resources from the community of chemistry and engineering educators designed to equip a new generation of scientists and engineers to meet the imperative of a sustainable planet. Kathryn E. Parent, ACS Green Chemistry Institute, American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20036, 202-872-6103, (fax) 202-872-6206, k_parent@acs.org. Patricia A. Hogan, Department of Physics, Suffolk University, 41 Temple Street, Boston, MA 02114, 617-573-5317, (fax) 617-367-5063, phogan@suffolk.edu

High School Day Program (Oral symposium #10614). *Sponsored by Division of Chemical Education.* Stella Allen, Dean of Science and Mathematics Department, New Orleans Charter Science & Mathematics High School, 5625 Loyola, New Orleans, LA 70115
Stella Allen, New Orleans Charter Science & Mathematics High School, 5625 Loyola Ave, New Orleans, LA 70115, 504-324-7075, sallen@noscihigh.com. Larry Blanchard, 7924 Belfast Street, New Orleans, Louisiana, 70125-3406, 504-861-4289, l.blanchard@att.net

Innovations Advancing the Interface and Closing the Gap between Basic and Higher Education (Oral symposium #10160). *Sponsored by Division of Chemical Education.* A variety of innovative programs have been developed to support and improve chemistry education at both the undergraduate and high school levels. The desired outcome for all is to advance student learning. A common problem is how to define and assess program effectiveness. This goal of this session is to share information on new initiatives and curricula, and to discuss ways that the effectiveness of these initiatives is being assessed. Lorraine Mulfinger, Juniata College, 1700 Moore Street, Huntingdon, PA 16652, 814-641-3718, mulfinger@juniata.edu. Gina Barrier, North Carolina State University, 828-728-8407 x146, gina_barrier@ncsu.edu.

Integrating Pedagogy and Technology: Lessons Learned from Engaging our Students using Electronic Classroom Response Systems. (Oral symposium #10158). *Sponsored by Division of Chemical Education.* Electronic response systems have the potential to transform 21st century classrooms by actively engaging all students and instructors in teaching and learning processes. Presenters are invited to address outcomes such as greater student engagement, peer collaboration, increased comprehension of content, benefits of diagnostic and frequent formative assessment, recognition and awareness of student difficulties, improvement of conceptual understanding, and enhanced molecular visualization skills. Margaret R. Asirvatham, University of Colorado at Boulder, Boulder, CO 80309-0215, 303-492-2802, 303-492-0227 (fax), Margaret.Asirvatham@colorado.edu
Introductory Chemistry – Research on Student Learning (Oral symposium #10623). Sponsored by Division of Chemical Education. Papers in this session will focus on research in the Preparatory or Introductory Chemistry course. Research specifically investigating student learning and the efficacy of new teaching techniques or curriculum will be considered. Rebecca A. Krystyniak, Department of Chemistry, 371 Wick Science Building, St. Cloud State University, 720 Fourth Ave S., St. Cloud, MN 56304, 320-308-2024, (fax) 320-308-6041, rkrystyniak@stcloudstate.edu

Issues Surrounding the Use of Computer Simulations in lieu of Chemistry Laboratory Experiments (Oral symposium #10150). Sponsored by Division of Chemical Education. As distance education and internet courses are being created for college credit, many administrators are pushing faculty to develop and to teach these courses. There are several commercial general chemistry and organic chemistry laboratory based computer simulations currently in use. Also, Advanced Placement Chemistry teaches are using computer simulations in lieu of "wet" laboratory experiments. This symposium will focus discussion on the appropriate use of computer laboratory simulations and the appropriate assessment of the laboratory experience. Thomas Greenbowe, Department of Chemistry, Iowa State University, Ames, IA 50011, 515-294-4050, 515-294-6352 (fax), tgreenbo@iastate.edu

Keeping it Real: Inquiry Instruction and the Chemistry Laboratory (Oral symposium #10159) Sponsored by Division of Chemical Education. Inquiry instruction has been popularized by the National Science Education Standards as a strategy by which students investigate phenomena akin to how scientists study the natural world and propose evidence-based explanations. There are many commonalities between inquiry in the research lab and student inquiry in the teaching lab; however, not all processes and outcomes in research translate to teaching through inquiry. As many laboratory inquiry experiences tend to have known outcomes or appear to students as contrived, one may ask, “How can we effectively implement classroom inquiry in a manner that models science research?” In an effort to answer this question, presenters will share methods and materials for implementing laboratory inquiry in high school and college chemistry courses with a focus on the features which emulate authentic science research. Ellen J. Yezierski, Grand Valley State University, 1 Campus Drive, Allendale, MI, 49401, 616-331-3808, yezierse@gvsu.edu

Laboratory pedagogy: Research-based evaluation of existing models D. Wink, Department of Chemistry, University of Illinois at Chicago, Chicago, IL 60607, 312-413-7383, e-mail: dwink@uic.edu; M. Cooper, Department of Chemistry, Clemson University, Hunter Laboratories, Box 341905, Clemson, SC 29634-1905, 864-656-2573, fax 864-656-6613, e-mail: cmelani@CLEMSON.EDU; G. C. Weaver, Department of Chemistry, Purdue University, 560 Oval Drive, West Lafayette, IN 47907-2084, 765-496-3055, fax 765-494-0239, e-mail: gweaver@purdue.edu

NanoPower: Creating Energy for the Future (Oral symposium #10369). Sponsored by Division of Industrial & Engineering Chemistry, Cosponsored by Division of Chemical Education. Kirsten Griffiths, Department of Chemistry and Biochemistry, University of California, Los Angeles, Los Angeles, CA 90095-1569; Sarah Angelos, Department of Chemistry and Biochemistry, University of California, Los Angeles, Los Angeles, CA 90095-1569; Khin Chin, Department of Chemistry and Biochemistry, University of California, Los Angeles, Los Angeles, CA 90095-1569; Robert Kojima, Department of Chemistry and Biochemistry, University of California, Los Angeles, Los Angeles, CA 90095-1569; Chris Kolodziej, Department of Chemistry and Biochemistry, University of California, Los Angeles, Los Angeles, CA 90095-1569; Kaushik Patel, Department of Chemistry and Biochemistry, University of California, Los Angeles, Los Angeles, CA 90095-1569; Bo Wang, Department of Chemistry and Biochemistry, University of California, Los Angeles, Los Angeles, CA 90095-1569
NSF Catalyzed Innovations in the Undergraduate Curriculum (Oral symposium #10156). Sponsored by Division of Chemical Education (invited papers only). This invited symposium will feature speakers from projects funded by NSF that are developing educational materials or strategies aimed at improving the learning of chemistry by undergraduates with diverse backgrounds and career aspirations. Susan Hixson, Program Director, Division of Undergraduate Education, National Science Foundation, 4201 Wilson Blvd. Arlington, VA 22230, 703-292-4623, shixson@nsf.gov

Outreach and "Inreach" (Oral symposium #10395). Sponsored by Division of Chemical Education. What do you do to reach "different" populations? Do you have groups of non-college students visit your campus? Do you take chemistry to the public? Please come share your stories about how you spread the "chemistry" word. Jodye Selco, California State University at Pomona, 909-869-4552, jiselo@csupomona.edu

POGIL: Process Oriented Guided Inquiry Learning (Oral symposium #10397). Sponsored by Division of Chemical Education. POGIL is a student-centered, group learning approach to instruction that develops key process skills in addition to the mastery of course content. This symposium will include presentations dealing with the development, implementation, and evaluation of the POGIL approach throughout the undergraduate and high school chemistry curriculum. Rick Moog, Department of Chemistry, Franklin and Marshall College, Lancaster, PA, 17604-3003, 717-291-3804, Rick.Moog@FANDM.EDU

Research on Children Learning Chemistry (Oral symposium #10577). Sponsored by Division of Chemical Education. Creating a productive learning environment requires knowledge of students' preconceptions as well as knowledge of how students learn. While much research on chemistry education occurs at the high school and college levels, students in elementary and middle school also learn about chemistry. When teaching chemistry to young children, it is important to appreciate children's views of chemistry and how they learn chemistry in a formal and/or informal setting. This symposium will focus on current research involved with investigating how children (K-8) learn chemistry. Presenters will address their interest in children's cognitive and/or affective domains with respect to the learning of chemistry and the significance of their research findings. Presenters are encouraged to discuss the specific methodological approaches as applied to research with children. In addition, research concerning teaching chemistry to children or chemistry education for early-education teachers is welcome. Mary O'Donnell, Department of Chemistry and Biochemistry, Miami University, 701 East High Street, Hughes Lab 363, Oxford, OH 45056, 513-529-0439, odonneme@muohio.edu. Stacey Lowery Bretz, Department of Chemistry and Biochemistry, Miami University, 701 East High Street, Hughes Lab 369, Oxford, OH 45056, 513-529-3731, bretzsl@muohio.edu

Research and Education in Material Science
Sponsored by Division of Chemical Education. This symposium invites contributed posters and oral presentations in all areas of the material science research and educational activities. This includes, but is not limited to: new synthetic methods, fundamental studies, and novel applications of materials. This symposium will serve to highlight recent innovations and the creative aspects involved in both research and education in material science ranging from theoretical modeling to material devices and practical applications. New educational activities and approaches to multi-disciplinary collaborations will also be a focus. Paresh Chandra Ray, Department of Chemistry, Jackson State University, Jackson, MS, 601-979-3486, paresh.c.ray@jsums.edu; Craig J. Hawker, Department of Chemistry and Biochemistry, University of California, Santa Barbara, CA, 93106-9510, 805- 893-7161; Maija M Kukla, Division of Materials Research, National Science Foundation, 4201 Wilson Blvd, Arlington, VA 22203, 703)-292-4940, mkukla@nsf.gov; Marek W.
Starting a Successful Research Program at a Predominantly Undergraduate Institution (Oral symposium #10688). Sponsored by Younger Chemists Committee, Cosponsored by Division of Chemical Education. Merlyn Schuh, Department of Chemistry, Davidson College, POB 7120, Davidson, PA 28036

Successful Student Affiliates Chapters (SciMix symposium #10642). Sponsored by Division of Chemical Education, Cosponsored by SOCED. Nancy Bakowski, Department of Higher Education, American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20036, n_bakowski@acs.org

Teaching Stereochemistry in the Undergraduate Curriculum (Oral symposium #10398). Sponsored by Division of Chemical Education. Undergraduate chemistry students often struggle to understand stereochemistry and its related concepts – chirality, polarized light, optical rotation, absolute configuration, enantiomeric excess, and racemization. These concepts are introduced in organic chemistry and provide a foundation for subsequent material taught in advanced chemistry courses, biochemistry, and molecular biology. However, many organic laboratory lab manuals do not include stereochemistry experiments, probably due to the fact that classical methods involving stereochemistry are not really appropriate for undergraduates. This symposium will focus discussion on creative approaches to teaching stereochemistry in the undergraduate curriculum, which can include synthetic laboratory experiments, circular dichroism, and molecular modeling. Andrea E. Holmes, Department of Chemistry, Doane College, Crete, NE 68333, 402-826-6762, 402-826-8278 (fax), andrea.holmes@doane.edu

Teaching Undergraduate Inorganic Chemistry (Oral symposium #10622). Sponsored by Division of Chemical Education. The inorganic chemistry course is typically taught in the Junior year is a foundational element of undergraduate study in chemistry. While much attention has been paid to the general chemistry and organic chemistry sequences, recent advances in Inorganic Chemistry require a re-examination of this fundamental course. This symposium will include both invited and submitted papers addressing a broad range of learning and teaching in Inorganic Chemistry including, lecture, laboratory, and the breadth of topics associated with discipline of inorganic chemistry from maingroup and transition metal chemistry, to bioinorganic chemistry and materials. Wayne E. Jones Jr., Department of Chemistry, State University of New York at Binghamton, Binghamton, NY 13902, 607-777-2421, wjones@binghamton.edu

Undergraduate Research Poster Session: Analytical Chemistry (Poster symposium #10631) Sponsored by Division of Chemical Education, Cosponsored by SOCED and ANYL. Nancy Bakowski, Department of Higher Education, American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20036, 202-872-6166, n_bakowski@acs.org

Undergraduate Research Poster Session: Biochemistry (Poster symposium #10402). Sponsored by Division of Chemical Education, Cosponsored by SOCED, BIOL, and BIOT. Nancy Bakowski, Department of Higher Education, American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20036, 202-872-6166, n_bakowski@acs.org

Undergraduate Research Poster Session: Chemical Education (Poster symposium #10633). Sponsored by Division of Chemical Education, Cosponsored by SOCED. Nancy Bakowski, Department
of Higher Education, American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20036, 202-872-6166, n_bakowski@acs.org

Undergraduate Research Poster Session: Environmental Chemistry (Poster symposium #10634). Sponsored by Division of Chemical Education, Cosponsored by SOCED and ENVR. Nancy Bakowski, Department of Higher Education, American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20036, 202-872-6166, n_bakowski@acs.org

Undergraduate Research Poster Session: Inorganic Chemistry (Poster symposium #10636). Sponsored by Division of Chemical Education, Cosponsored by SOCED. Nancy Bakowski, Department of Higher Education, American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20036, 202-872-6166, n_bakowski@acs.org

Undergraduate Research Poster Session: Medicinal Chemistry (Poster symposium #10637). Sponsored by Division of Chemical Education, Cosponsored by SOCED and MEDI. Nancy Bakowski, Department of Higher Education, American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20036, 202-872-6166, n_bakowski@acs.org

Undergraduate Research Poster Session: Nanotechnology (Poster symposium #10638). Sponsored by Division of Chemical Education, Cosponsored by SOCED. Nancy Bakowski, Department of Higher Education, American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20036, 202-872-6166, n_bakowski@acs.org

Undergraduate Research Poster Session: Organic Chemistry (Poster symposium #10639). Sponsored by Division of Chemical Education, Cosponsored by SOCED. Nancy Bakowski, Department of Higher Education, American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20036, 202-872-6166, n_bakowski@acs.org

Undergraduate Research Poster Session: Physical Chemistry (Poster symposium #10640). Sponsored by Division of Chemical Education, Cosponsored by SOCED and PHYS. Nancy Bakowski, Department of Higher Education, American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20036, 202-872-6166, n_bakowski@acs.org

Undergraduate Research Poster Session: Polymer Chemistry (Poster symposium #10641). Sponsored by Division of Chemical Education, Cosponsored by SOCED, POLY and PMSE. Nancy Bakowski, Department of Higher Education, American Chemical Society, 1155 Sixteenth Street, NW, Washington, DC 20036, 202-872-6166, n_bakowski@acs.org

Using Social Networking Tools to Teach Chemistry (Oral symposium #10157). Sponsored by Division of Chemical Education. During the past few years there has been a surge in interest in internet programs that fall under the general category of social networking. The most obvious social applications are those used by our students, such as FaceBook, MySpace, Flickr, and Friendster. Other examples of social networking software would be blogs, plogs (project logs), vlogs (video logs), wikis, RSS feeds, and social tagging. More recently, the online virtual world called Second Life has been attracting a lot of attention in the popular media. The goal of this symposium is to explore how these different types of social network programs might be used to teach chemistry. Harry E. Pence, SUNY-Oneonta, Oneonta, NY 13820, 607-436-3179, 607-436-2654 (fax), penche@oneonta.edu; and Laura E. Pence, University of Hartford, West Hartford, CT 06117, 860-768-4356, 860-768-4540 (fax), LPence@hartford.edu
Using Technology to Enhance Learning in Organic Chemistry (Oral symposium #10502). Sponsored by Division of Chemical Education. Technology has long been a part of the classroom, but as technology evolves, so does the way in which it serves education. This symposium is designed to allow educators of introductory organic chemistry courses at the university level to share their experiences with the innovative use of technology in the classroom, laboratory, homework assignments, or other teaching venues that utilize technology. Jay Wm. Wackerly, Department of Chemistry, University of Illinois, Urbana-Champaign, 118-5 Roger Adams Laboratory, 600 S Mathews, Urbana, IL 61801, 217-333-3509, (fax) 217-244-8024, wackerly@uiuc.edu

Using the Arts to Teach Chemistry (Oral symposium #10400). Sponsored by Division of Chemical Education. Faced with mounting evidence of the existence of “multiple intelligences,” a growing number of chemical educators have incorporated aspects of the Arts into their classroom and outreach activities. These endeavors include use of topics and techniques from music, poetry, drama, and the visual arts. This symposium will showcase these innovative practices and explore their potential to increase engagement and understanding of chemistry in diverse populations. Holly Kerby, Departments of Chemistry and Creative Writing/Drama, Madison Area Technical College, 3550 Anderson Street, Madison, WI 53704, 608-246-6630, hkerby@matcmadison.edu

Visualization and Learning Chemistry (Oral symposium #10531). Sponsored by Division of Chemical Education. This symposium will detail novel technology-based visualization techniques for pedagogy across the undergraduate chemistry curriculum. Specific emphasis will be placed upon software utilization for visualizing molecular structure, mechanistic intermediates, spectroscopic transitions and dynamic chemical processes at a variety of different computational levels. Visualization of equilibrium or transition state chemical structure modeled at the atomic, molecular, macromolecular and/or supramolecular length scale will be accented. System dynamics used to model chemical kinetics will also be highlighted. Carl L. Aronson, Department of Chemistry and Biochemistry, Kettering University, Room 3-209 C.S. Mott Center for Engineering and Science, 1700 West Third Avenue, Flint, Michigan 48504 USA, 810-762-9611, (fax) 810-762-7979, caronson@kettering.edu