

26th IUPAC International Conference on Chemistry Education

18-22 July 2022

Responding to 21st century imperatives in chemistry education

FIRST ANNOUNCEMENT



We are pleased to announce that the **26th IUPAC International Conference on Chemistry Education, ICCE 2022**, will be organized as a face-to-face meeting. This decision was taken by the IUPAC Committee on Chemistry Education during its meeting on 12 August 2021 and will be confirmed by the organisers no later than the end of January 2022. If it is deemed impossible to conduct a face-to-face meeting the conference will be converted to a virtual meeting.

THEMES FOR THE MEETING



1. Curriculum and assessment reform initiatives

This theme addresses the need for curriculum and assessment reform at the secondary and tertiary levels of chemistry education, especially reform initiatives triggered by the COVID-19 pandemic. It includes context-based and problem-based learning, curriculum design informed by learning theories, and authentic assessment of chemistry knowledge, skills, and practices.



2. Rethinking laboratory training post-COVID-19

While the pandemic has restricted students' access to laboratory training, educators have had to rethink the goals, practices, and assessment of laboratory learning. We invite contributions that address the pedagogic goals for laboratory work, the role of preparation, the teaching of technique, and the consideration of affective dimensions of learning in the laboratory.



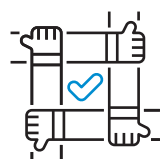
3. Effective instruction in the online environment

Remote teaching and learning have become the norm during the pandemic. This theme provides scope for studies interrogating issues of effectiveness, equity, pedagogy, and quality assurance in the online environment.



4. Teacher education, teacher knowledge and continuous professional development

This theme includes any consideration of the initial preparation of chemistry teachers and their subsequent development. It includes studies on types of teacher knowledge including Pedagogical Content Knowledge (PCK), orientations towards teaching, communities of practice and professional learning communities for teachers.



5. Context and diversity in chemistry education

This theme contributes to the discourse on increasing access, participation and success of underrepresented groups in chemistry. It includes studies that leverage theories of diversity, equity, inclusion, and respect (DEIR) and address issues related to science, technology, and society (STS).



6. Chemistry for sustainability

This theme recognizes the urgency for chemistry education to prepare future scientists for collaborative interdisciplinary work to find solutions to global challenges. The application of green chemistry principles and tools such as life-cycle analysis, and systems thinking skills, contribute to a deeper and more interconnected understanding of chemistry and related disciplines and their potential contribution to sustainability. The theme includes studies that link chemistry education to industry, society and the environment.



7. Chemistry teaching and learning, pedagogy and cognition

This theme interrogates how chemistry is best taught and learned, the application of learning theories to inform practice and methodologies to gather evidence on its efficacy.

VENUE

Lagoon Beach Hotel and Conference Venue

ABSTRACTS

The call for abstracts will be re-opened on 4 October 2021. If you have already submitted an abstract, you will be invited to resubmit your abstract when the submission process re-opens.

REGISTRATION

Registration will re-open on 4 October 2021.

Please consult the website, www.icce2022.org.za for regular updates

REGISTRATION QUERIES



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We look forward to seeing you in **Cape Town in July 2022**

Regards,
The Local Organising Committee for **ICCE 2022**