

◀ Homework Chapter 6

Exercise 6.39: Problems - The Mole Concept

▼ Part A

How many carbon atoms are in a diamond (pure carbon) with a mass of 75 mg?

Express your answer using two significant figures.

$$N =$$

$$2.5 \cdot 10^{21}$$

C atoms



You have already submitted this answer. Enter a new answer.

No credit lost. Try again.

Answers Mastering Chemistry Homework

Ralph H. Petrucci, William S. Harwood



Answers Mastering Chemistry Homework:

Research in Chemistry Education Liliana Mammino, Jan Apotheker, 2021-05-17 This volume emphasizes the role of chemical education for development and in particular for sustainable development in Africa by sharing experiences among specialists across the African continent and with specialists from other continents It considers all areas and levels of chemistry education gives specific attention to known major challenges and encourages explorations of novel approaches The chapters in this book describe new teaching approaches approach explorations and in class activities analyse educational challenges and possible ways of addressing them and explore cross discipline possibilities and their potential benefits for chemistry education This makes the volume an up to date compendium for chemistry educators and educational researchers worldwide

Chemistry Catherine E. Housecroft, Edwin C. Constable, 2010 This text integrates the three major branches of chemistry with the aim of enabling students to tackle more easily the problems within the subject and to apply chemistry to real life situations

EBOOK: GENERAL CHEMISTRY, THE ESSENTIAL CONCEPTS CHANG, 2013-01-07 EBOOK
GENERAL CHEMISTRY THE ESSENTIAL CONCEPTS **Ebook: Organic Chemistry** Janice Smith, 2014-10-16 Serious Science with an Approach Built for Today's Students Smith's Organic Chemistry continues to breathe new life into the organic chemistry world This new fourth edition retains its popular delivery of organic chemistry content in a student friendly format Janice Smith draws on her extensive teaching background to deliver organic chemistry in a way in which students learn with limited use of text paragraphs and through concisely written bulleted lists and highly detailed well labeled teaching illustrations Don't make your text decision without seeing Organic Chemistry 4th edition by Janice Gorzynski Smith

Knowledge Spaces Jean-Claude Falmagne, Dietrich Albert, Christopher Doble, David Eppstein, Xiangen Hu, 2013-06-20 The book describes up to date applications and relevant theoretical results These applications come from various places but the most important one numerically speaking is the internet based educational system ALEKS The ALEKS system is bilingual English Spanish and covers all of mathematics from third grade to the end of high school and chemistry It is also widely used in higher education because US students are often poorly prepared when they reach the university level The chapter by Taagepera and Arasasingham deals with the application of knowledge spaces independent of ALEKS to the teaching of college chemistry The four chapters by Albert and his collaborators strive to give cognitive interpretations to the combinatoric structures obtained and used by the ALEKS system The contribution by Eppstein is technical and develops means of searching the knowledge structure efficiently

Survival Handbook for the New Chemistry Instructor Diane M. Bunce, Cinzia M. Muzzi, 2004 This book provides an overview of the issues facing new chemistry faculty in preparation for teaching Serving as a reference to answer specific questions new chemistry faculty encounter this book is comparable to sitting down with a colleague in the department and talking through some ideas or gaining some pointers on how to avoid common pitfalls It is the one single place new chemistry faculty can go to find practical information on how to teach and how

to prepare for teaching their first course Chapters are written both by established experts in the field and by new professors within their first couple of years of teaching

Digital Learning and Teaching in Chemistry Yehudit Dori, Courtney Ngai, Gabriela Szeinberg, 2023-07-12 Education is always evolving and most recently has shifted to increased online or remote learning Digital Learning and Teaching in Chemistry compiles the established and emerging trends in this field specifically within the context of learning and teaching in chemistry This book shares insights about five major themes best practices for teaching and learning digitally digital learning platforms virtual visualisation and laboratory to promote learning in science digital assessment and building communities of learners and educators The authors are chemistry instructors and researchers from nine countries contributing an international perspective on digital learning and teaching in chemistry While the chapters in this book span a wide variety of topics as a whole they focus on using technology and digital platforms as a method for supporting inclusive and meaningful learning The best practices and recommendations shared by the authors are highly relevant for modern chemistry education as teaching and learning through digital methods is likely to persist Furthermore teaching chemistry digitally has the potential to bring greater equity to the field of chemistry education in terms of who has access to quality learning and this book will contribute to that goal This book will be essential reading for those working in chemical education and teaching Yehudit Judy Dori is internationally recognised formerly Dean of the Faculty of Education of Science and Technology at the Technion Israel Institute of Technology and won the 2020 NARST Distinguished Contributions to Science Education through Research Award DCRA for her exceptional research contributions Courtney Ngai and Gabriela Szeinberg are passionate researchers and practitioners in the education field Courtney Ngai is the Associate Director of the Office of Undergraduate Research and Artistry at Colorado State University Gabriela Szeinberg serves as Assistant Dean and Academic Coordinator for the College of Arts and Sciences at Washington University in St Louis

Introductory Chemistry Charles H. Corwin, 2011 To help students learn chemical skills and concepts more effectively Introductory Chemistry Concepts and Critical Thinking Sixth Edition highlights the connection between key concepts and key problem solving skills through critical thinking Math and problem solving are covered early in the text Corwin builds your problem solving ability through innovative learning aids and technology formulated to meet your needs This revision retains all the strengths of the previous editions while adding emphasis on conceptual understanding and critical thinking

Organic Chemistry T. W. Graham Solomons, Craig B. Fryhle, Scott A. Snyder, 2022-01-19 Organic Chemistry 13th Edition continues Solomons Fryle and Snyder s tradition of excellence in teaching and preparing students for success in both the classroom and beyond Central to the authors is their approach in emphasizing organic chemistry s relationship between structure and reactivity To accomplish this the content is organized in a way that combines the most useful features of a functional group approach with one largely based on reaction mechanisms The authors philosophy is to emphasize mechanisms and their common aspects as often as possible and at the same time use the unifying features of functional

groups as the basis for most chapters The structural aspects of the authors approach show students what organic chemistry is Mechanistic aspects of their approach show students how it works And wherever an opportunity arises the authors show students what it does in living systems and the physical world around us Unplugging the Classroom Hilary Anne Wilder,Sharmila Pixy Ferris,2017-05-17 Unplugging the Classroom Teaching with Technologies to Promote Students Lifelong Learning provides techniques to help teaching and learning in an age where technology untethers instruction from the classroom from semester seat time and from a single source of expertise The book brings together researchers and practitioners from diverse academic fields including library perspectives and presents interdisciplinary discussions from both theoretical and applied areas It is unique in its goal of bringing educators and librarians together to explore the challenges that are faced by students and faculty in any time any place any path and any pace learning In spite of the fact that the mobile revolution has definitively arrived students and faculty alike aren t ready to make the leap to mobile learning The pressures of technological advances along with the changing nature of learning will demand increasingly profound changes in education Researchers have begun to address this issue but the revolution in mobile communication has not been accompanied by a concomitant growth in pedagogical resources for educators and students More importantly such growth needs to be under girded by sound learning theories and examples of best practice Provides a hands on resource useful to both novices and experts for technology enabled teaching and learning Gives both discipline specific and cross disciplinary perspectives Discusses discipline specific mobile applications Offers an opportunity to meet the needs of contemporary learners and foster their competencies as lifelong learners Addresses emerging issues in technology and pedagogy

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