

BUREAU OF EDUCATIONAL RESEARCH
2006-2007 SEMINAR SERIES
PRESENTS

Are They Prepared , and How Can We Help Them Work Toward Success?

Thursday, November 16, 2006 12pm-1:00pm, Rm 242 Education

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Data collected over a 15-year time span for over 16,000 students at three different universities show that for a wide range of students enrolling in first-year chemistry courses, *final course grades correlate reasonably well with incoming national mathematics examination scores (SAT and ACT), and do not correlate as well with other national measures.* Individual campus chemistry entrance exams do not yield better predictive power.

Fundamental questions are necessarily raised from these data:

- § Are we testing what we want them to learn?
- § What is it we want them to learn?

Also vital are:

- § the *relationship of mathematics “skill” to mastery* in other subjects
- § helping students who are *less well-prepared to achieve* as highly as possible
- § helping students in *high school to become better-prepared*

Dr. Kelter will introduce two of his research initiatives funded by the National Science Foundation intended to achieve these outcomes:

Institute for Chemistry Literacy and Computational Science for the 21st Century (ICLCS)

Merit-Based Immersion Program for Students and Teachers for NSF’s Science Talent Expansion Program (MIST-STEP)

