

Chemistry Education Research and Practice

rsc.li/cerp

A fully refereed electronic journal for teachers, researchers and other practitioners in chemistry education

IN THIS ISSUE

ISSN 1756-1108 CODEN CERPCE 24(4) 1101-1276 (2023)

EDITORIAL

1106

Feedback Literacy: a catalyst for lifelong learning from a chemistry education perspective

Gwendolyn Lawrie

REVIEW

1109

The use of frameworks in chemistry education research

Jon-Marc G. Rodriguez,* Jocelyn Elizabeth Nardo, Solaire A. Finkenstaedt-Quinn and Field M. Watts

PAPERS

1127

Organic chemistry students' use of stability in mental models on acid and base strength

Betül Demirdöğen,* Isaiah Nelsen and Scott E. Lewis

1142

Exploring students' dominant approaches to handling epistemic uncertainty when engaging in argument from evidence

Mary Tess Urbanek, Benjamin Moritz and Alena Moon*

1153

What resources do high school students activate to link energetic and structural changes in chemical reactions? – A qualitative study

Benjamin Pölloth,* Dominik Diekemper and Stefan Schwarzer



PAPERS

1174

On the effect of gender on secondary school students' causal attributions to choose or abandon physics & chemistry

Diego Ardura,* Ángela Zamora and Alberto Pérez-Bitrián

1190

A model of curricular content for the educational reconstruction of Green Chemistry: the voice of Chilean science teachers and science education researchers

Pía José González-García,* Anna Marbà-Tallada and Mariona Espinet

1204

Metacognition instruction enhances equity in effective study strategies across demographic groups in the general chemistry I course

Caroline Z. Muteti, Brooke I. Jacob and Jacinta M. Mutambuki*

1219

Pre-service chemistry teachers' understanding of knowledge related to climate change

Yanlan Wan,* Xiaoyu Ding and Hairong Yu

1229

Enabling general chemistry students to take part in experimental design activities

Jennifer Scoggin and K. Christopher Smith*



PAPERS

1243

"I guess it was more than just my general knowledge of chemistry": exploring students' confidence judgments in two-tiered assessments

Casandra Koevoets-Beach, Karen Julian and Morgan Balabanoff*

1262

The relationship between error beliefs in chemistry and chemistry learning outcomes: a chain mediation model investigation

Qian Huangfu,* Zhouying Luo, Ying Cao and Weijia Wu

