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## Welcoming Kimse Yok Mu and Metin Cetiner to Columbus

You are cordially invited to a special lunch in honor of Kimse Yok Mu, a Turkish charity that continues to provide vital services in Somalia since it responded to the famine crisis in 2011. Mr. Metin Cetiner, the Vice President of Kimse Yok Mu will provide an update on the work of his organization and other Turkish institutions in Somalia.

Date:  
Monday, May 13, 2013  
Time:  
11:00am-1:00pm  
Location:  
Solay Bistro  
5786 Emporium Square, Columbus, OH 43231



Contact: Prof. Jibril Mohamed at (614)439-3034 or [Mohamed.196@osu.edu](mailto:Mohamed.196@osu.edu)



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See all news and updates » Course Hero uses AI to attempt to automatically extract content from documents for display to you and others to help you learn better, such as B. in search results, to enrich documents, etc. In this preview shows pages 3-4 of 6 pages. American Association of Chemistry Teachers (AACT) Washington DC . htmlWeb Conferencing Tools (North America) (USA) (WDC) AACT Webinars 2016-2017 TEACHING METHODS ADVANCED CHEMISTRY LEVELS RESOURCES WASHINGTON, September 11, 2014 The American Chemical Society (ACS), the world's largest scientific association, founded the American Association of Chemistry Educators (AACT), the first organization of its kind in the United States. The association is committed to improving chemistry education and providing specialized resources to more than one million K-12 Chemistry and Physics teachers across the country. The AACT website, [www.teachchemistry.org](http://www.teachchemistry.org), is available online, and interested teachers can register to become founding members or receive email updates on the new organization. So far, chemistry is the only scientific field in which there are no national associations of subject teachers. AACT will provide the resources needed to motivate and empower K-12 chemistry educators committed to inspiring science-minded scientists and citizens of tomorrow. Membership in the new organization is open to anyone interested in chemical education. AACT has three goals: to serve as a trusted source of teaching resources for teaching K-12 chemistry, to provide opportunities for chemistry educators to network with each other and the wider ACS community, and to promote effective K-12 teaching and learning practices to promote -12See all news and updates » Course Hero uses artificial intelligence to try to automatically extract content from documents to show you and others to help you learn better, such as in search results, to enrich documents and more. This preview shows 3-4, page of 6 pages. American Association of Chemistry Teachers (AACT) D.C. . htmlWebinar: Tools(NA)(US)(WDC) 2016-2017 2014 AACT Webinars - "COURSE MATERIALS" "ADVANCED CHEMISTRY", Washington DC September 11, 2014 "The American Chemistry Society (ACS), the world's largest scientific association, has established the American Association of Chemistry Teachers (AACT), the first of its kind type of organization in the United States. The association aims to improve the teaching of chemistry and provide specialized resources to more than 1 million K-12 chemistry and physics teachers across the country. The AACT website at [www.teachchemistry.org](http://www.teachchemistry.org) is now live and interested teachers can sign up to become charter members or receive email updates about the new organization. Until now, chemistry was the only branch of science without a national teaching association in the field. AACT will provide the resources needed to motivate and empower K-12 chemistry teachers in an effort to inspire tomorrow's scholars and scientists. Anyone interested in chemistry education can join the new organization. AACT has three goals: to serve as a trusted source of curriculum and pedagogical resources for teaching K-12 chemistry, to provide opportunities for chemistry teachers to network with each other and the larger ACS community, and to disseminate effective teaching and learning practices at the K-12 level. The creation of AACT comes at a critical time as the number of students taking high school chemistry courses increases. However, only 35 percent of high school chemistry teachers have both a bachelor's degree in chemistry and a certificate in chemistry. To help these teachers better prepare for the challenges they face in the science classroom, AACT offers a variety of resources developed by ACS. These include an online periodical, lesson plans, webinars and seminars with continuing education elements, as well as videos and other multimedia materials to help teach chemistry concepts. The American Chemical Society is a non-profit organization created by the US Congress. With more than 161,000 members, ACS is the world's largest scientific community and a global leader in providing access to chemistry-related research through its extensive databases, peer-reviewed journals, and scientific conferences. Its main offices are located in Washington, D.C. and Columbus, Ohio. AACT is committed to providing chemistry teachers with the best teaching resources. Much of the classroom resource library consists of content from great teachers who have created and shared their work. The library currently has over 1,000 teaching materials that K-12 chemistry teachers can use in their classrooms. The library is divided into three classes (basic, intermediate and advanced). For high school resources suitable for upper grades, such as AP or IB Chemistry, see our AP Collection. There is also a large collection of multimedia resources, including animation, modeling and video. Additionally, selected resources are highlighted as part of thematic resource collections. All available learning resources in the library are categorized by topic, subtopic, and resource type. We also have external learning resources from the chemistry community. Want to contribute to the resource library? See sponsored opportunitiesChemistry Society The American Association of Chemistry Teachers (AACT) was founded in 2014 as a professional community of chemistry teachers in American schools. AACT supports teachers by providing quality resources, professional development, and valuable collaboration opportunities. In this exclusive interview, we speak to Greta Glugoski-Sharp, AACT Board President, who talks about her experience as a chemistry teacher and discusses how the association helps teachers bring the best of chemistry to students. Education. What inspired you to become a chemistry teacher? I was born and raised in San Francisco, California. I graduated from UC San Cruz with a degree in Chemistry, and after graduation I had the opportunity to work as a research assistant in the HIV research lab at UC San Francisco School of Medicine. While the research I was involved in was exciting, I decided to take part in the university's science, health and education partnership program. For this program, volunteers have partnered with high school science teachers to create a science curriculum and invite students to the lab to see science first hand. The visits were intended to give students the opportunity to experience academic specimens and connections to science. My interactions with high school students included planning demonstrations and experiments, as well as teaching them to run labs based on requests. Watching students develop their curiosity and thinking has made me realize that teaching is what I am good at and I really enjoy doing it. I really wanted to pass this love of science to young people. How does AACT inspire and support chemistry teachers in American schools? Chemistry teachers often feel isolated in their classrooms for a variety of reasons. Maybe they teach at school? They are the only chemistry teachers, or they may be teachers who are interested in introducing new ideas and want to share their ideas with others, but there is no one at school to contact. AACT is here for those chemistry teachers. Not only does it provide resources to help its teachers with their curriculum, but it also promotes a strong sense of community by allowing teachers to connect and share their successes and failures and learn from each other. Sometimes these acquaintances led to friendship. AACT is committed to providing chemistry teachers with the best teaching resources. Much of our classroom resource library consists of content created by great teachers who create and share their own work. The library currently has over 900 teaching materials for K-12 chemistry teachers to use in their classrooms. The library is divided into three learning levels (beginner, intermediate and advanced). Teachers also have access to a large collection of multimedia resources including animations, simulations and videos. In addition, selected resources are highlighted within thematic collections of resources. All available study materials are organized in the library by topics, subtopics and resource types. We also have an external chemistry community teaching resource that allows our teachers to access additional external teaching resources. "As a Latin American chemistry teacher, I understand the importance of diversity, equality and inclusion in STEM subjects and the need to increase interest in STEM subjects among under-represented students." Explain why it is important to teach chemistry in a culturally appealing way. What does this approach involve and how does AACT encourage its members to be culturally sensitive in their classrooms? As a Latin American chemistry teacher, I understand the importance of diversity, fairness, and inclusion in STEM subjects, as well as the need to increase interest in underrepresented students. I believe that experiences that can generate interest in STEM subjects are extremely important, and that careful lesson planning is required to promote greater cultural sensitivity and better STEM career expectations. Culturally sensitive chemistry classes are a powerful approach that will allow teachers to increase engagement and equity in their classrooms - a way for teachers to bridge the cultural gap that can sometimes arise. Culturally Appropriate Learning takes into account students' cultural backgrounds and uses these cultural resources so that all students can excel academically and increase interest in STEM careers. Chemistry teachers have a responsibility to create a culture of inclusion, collaboration and cultural sensitivity in the classroom. To do this, we need to develop classroom-level curricula that reduce cultural differences between teachers and their students. The ultimate goal should be a chemistry curriculum that is fully inclusive and celebrates the accomplishments of EVERYONE. How has AACT been supporting its members during the COVID-19 pandemic, which has been a very difficult time for both teachers and students? With the onset of the COVID-19 pandemic, chemistry teachers around the world are taking the new situation seriously and are almost putting their students first. They found best practices for distance learning and continued learning as best they could in a stressful and unpredictable situation. Since the start of the pandemic, AACT has been with its teachers. We immediately launched our website and gave teachers free access to the AACT resource library. This included lesson plans, labs, demos, simulations, animations, student passes, videos, and even webinars. With many in-person science conferences canceled during this time, AACT hosted a virtual summer symposium attended by many top chemistry teachers. They presented and their achievements and resources. As we emerge from the pandemic, what are your biggest concerns about the future of AACT and chemistry education in general? The COVID-19 pandemic has clearly changed the way we teach chemistry. The immediate transition to distance learning forced teachers to adapt and change teaching methods without even thinking about it. Many experienced AACT Chemistry teachers immediately contributed valuable resources to our AACT Resource Library. The support system provided by AACT during this time has been invaluable thanks to our members. During this time our membership has grown, mainly because teachers have realized the need to connect with other teachers and share their successes and failures as well as resources. As we emerge from the pandemic, we have a new opportunity to reflect on what we teach our students and why we do it. Our students are no longer the same as before the pandemic. While we have made progress in some areas of virtual learning, we have fallen backwards in others. We now need to take some time to consider what concepts and labs are most useful and

appropriate for our students to be better prepared as citizens who can understand and deal with uncertainty and change if another pandemic occurs.

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