SCIENTIFIC WORKS

PART 3

INTERNATIONAL CONFERENCES, SYMPOSIA AND SEMINARS

APRIL 2019
INVITED SPEAKER (PLENARY OR KEY-NOTE SPEAKER) AT INTERNATIONAL CONFERENCES

*1. The 1994 Dortmund International Symposium on Science Education


Book of Abstracts


3. Science Education Seminar / University of Joensuu, Joensuu, Finland, 2000

(see also Part 2, B.3). Problem solving in chemistry in science education. (Text of invited plenary lecture at a science education seminar at the University of Joensuu, Joensuu, Finland.) G. Tsaparlis,* In Research on mathematics and science education, M. Ahtee et al. (eds.), pp. 67-87. University of Jyvaskyla, Finland: Institute for Educational Research.
4. 2002 Variety in Chemistry Teaching Conference (University of Keele, Αγγλία)  
Globalisation in chemistry education research and practice: A reality or a utopian dream? Invited plenary lecture (CERG Lecture)

5. 2nd Aegean Physical Chemistry Days. Ayvalik, Turkey, 7-9 October 2004.  
Participation as invited plenary speaker: What science education has to say to teaching physical chemistry at university.

6. 1st EUROVARIETY CONFERENCE. University of Crakow, Poland, 2005.  
Transforming undergraduate education in chemistry for preparing secondary-level teachers: the need for a close collaboration of faculty in science and science education.


8. 41st IUPAC WORLD CONFERENCE, 2007, Torino, Italy.  
Tsaparis, G. Problem solving as a higher-order cognitive skill and the role of psychometric factors - the case of chemistry and physical chemistry (Invited Key-Note presentation).

9. 9th ECRICE/2nd ECCE, Istanbul, Turkey, 6-9 July 2008  
Tsaparis, G. The laboratory in chemical education and its role in the linking of the macro with the submicro levels of chemistry . (Invited Plenary Lecture)

10. 12th ECRICE, Jyväskylä, Finland, 6-10 July 2014  
Tsaparis G. First and second thoughts about teaching secondary chemistry. Invited plenary key-note presentation. In “Hans Jürgen Schmidt Memorial Symposium” (Chaired by Ingo Eilks).
11. 4th National (Turkish) Conference of Chemistry Education (IV Ulusal Kimya Eğitimi Kongresi. Ayvalik, Turkey, 2015

Tsaparlis G. Problems and Solutions in Chemistry Education. (Invited Plenary Lecture)

12. 7th EUROVARIETY CONFERENCE (European Variety in University Chemistry Education), University of Belgrade, Belgrade, Serbia, 2017


1. EUROPEAN CONFERENCES ON RESEARCH IN CHEMICAL EDUCATION (ECRICE)

1st ECRICE, University of Montpellier, Montpellier, France, 1992


2nd ECRICE, Pisa, Italy, 1993

Proceedings, A. Bargellini & P.E. Todesco (eds.). Universita degli Studi di Pisa.


*C.4 Improvement of chemistry teaching, using suggestions from developmental psychology. G. Tsaparlis* & Georgiadou*, pp. 345-350, Pisa, Italy: Universita degli Studi di Pisa. (poster)

*C.6. A three-cycle method of teaching beginning high school chemistry students, based on the macro, the representational and the sub-micro levels of chemistry. G. Tsaparlis* & A. Georgiadou*, pp. 357-362. (poster)

3rd ECRICE, Lublin & Kazimierz, Poland, 1995
Proceedings, R.M. Janiuk (eds.), Poland: Maria Curie-Skłodowska University.


*C.10. Students’ common errors and misconceptions in solving molecular-equilibrium problems. G. Tsaparlis* & M. Kousathana, pp. 309-313. (poster)


*C.14. The recapitulating revision’s effect on the retention of chemical knowledge. An experience from the Greek lower high school. A. Georgiadou,* E. Zarotiadou,* & G. Tsaparlis,* pp. 327-330. (poster)

Book of Abstracts


5th ECRICE, University of Ioannina, Greece, 1999
(A PEER-REVIEWED CONFERENCE / Organiser: G. Tsaparlis)
Book of Abstracts, G. Tsaparlis (ed.)


*C.19. Chemistry teaching in lower secondary school with methods based on: a) psychological theories; b) the macro, representational and sub-micro levels of chemistry. A. Georgiadou & G. Tsaparlis, p. 35.


*C.21. The states-of-matter approach (SOMA) to introductory chemistry. G. Tsaparlis,* p. 102.


6th ECRICE/2nd ECCE, University of Aveiro, Portugal, 2001
(A PEER-REVIEWED CONFERENCE)
Proceedings (in CD-ROM), A.F. Cachapuz (ed.)


8th ECRICE/2nd ECCE, Eötvös Loránd University, Budapest, Hungary, 2006

C.27. Contribution of the electronic journal Chemistry Education Research and Practice to the maturation of European chemistry education research and practice. G. Tsaparlis.


9th ECRICE/2nd ECCE, Istanbul, Turkey, 2008

C.29. The laboratory in chemical education and its role in the linking of the macro with the submicro levels of chemistry. G. Tsaparlis (Invited Plenary Lecture)

C.30. The European Project PARSEL: Popularity And Relevance Of Science Education For scientific Literacy. G. Tsaparlis and the PARSEL team (Oral plenary presentation)

C.31. ‘Hydroxyl group’ (-OH) and ‘hydroxide ion’ (OH-): Two chemical species and terms with problematic usage by teachers and students. P. Palamitzoglou & G. Tsaparlis (poster presentation)

C.32. Publishing in Chemistry Education Research and Practice. G. Tsaparlis* & S. Breuer* (workshop)

10th ECRICE, Krakow, Poland, 2010


C.34. Basic quantum chemistry concepts on the Ausubel continuum of rote and meaningful learning: a concept map analysis of a qualitative study with beginning college chemistry students. G. Tsaparlis* & Ch. Stefani.

C.35. An introductory chemistry course for lower-secondary school (grade 7th or 8th) – Teaching the concept of molecule using constructivist and meaningful-learning methodology. G. Tsaparlis,* D. Kolioulis, & C. Kampourakis.
C.36. Publishing in Chemical Education Journals: the Journal of Chemical Education (JCE) and Chemistry Education Research and Practice (CERP). N. Pienta, Editor (JCE) & G. Tsaparlis, Joint-Editor (CERP) (Workshop)

11th ECRICE / 22th ICCE, Rome, Italy, 2012

C.37. How knowledge about intra- and inter-molecular bonding is organized in general chemistry textbooks. G. Tsaparlis* & E. T. Pappa

(Workshop)

C.38. Problem solving in third-level electrochemistry, G. Tsaparlis* & V. Exarchou


C.40. Relevant and popular lessons and scientific literacy: application of modules from the European project PARSEL. G. Tsaparlis* & E. Nakou

12th ECRICE, Jyväskylä, Finland, 6-10 July 2014

C.41. First and second thoughts about teaching secondary chemistry. G. Tsaparlis, invited plenary key-note presentation, In “Hans Jürgen Schmidt Memorial Symposium” (Chaired by Ingo Eilks).

*C.42. ”The CERP Themed Issue on Physical Chemistry Education”. G. Tsaparlis* and O. E. Finlayson.

14th ECRICE, Warsaw, Poland, 2-6 September 2014

C.43. The concept of chemical reaction in lower secondary-school chemistry. G. Pantazi* & G. Tsaparlis, Book of Abstracts, p. 10.

C.44. Alex Jonstone’s stars to steer by in chemistry education. G. Tsaparlis.*


2. PEER-REVIEWED CONFERENCES OF THE EUROPEAN SCIENCE EDUCATION RESEARCH ASSOCIATION (ESERA)

2nd ESERA Conference, University of Kiel, Kiel, Germany
Proceedings, R. Duit et al. (eds.)

3rd ESERA Conference, Aristotle University Thessaloniki, Thessaloniki, Greece

SYMPOSIUM: HOCS-Promoting Problem Solving in Science Education: A Feasible Reality?
Organiser: G. Tsaparlis, Co-organiser: U. Zoller
• Overview, p. 178.

3rd ESERA Conference, University Thessaloniki, Thessaloniki, Greece
*C.50. (see also B4.25). Chemical phenomena and chemical reactions: Do students make the connection? G. Tsaparlis,* pp. 671-673.

4th ESERA Conference, Noordwijkerhout, The Netherlands
Programme and Proceedings, are available at the following Internet address:
http://www1.phys.uu.nl/esera2003


*C.52. Students’ models about basic quantum chemistry concepts. G. Tsaparlis* & C. Stefani.

7th ESERA Conference, Istanbul, Turkey, 2009.


8th ESERA Conference, Lyon, France, 2011.


9th ESERA Conference, Nicosia, Cyprus, 2013
http://www.esera.org/publications/esera-conference-proceedings/


C.60. Application of chemistry modules from the PARSEL project: Effectiveness and comparison with traditional teaching, G. Tsaparlis* & A. Anastasiou (2014), Part 5:( Co-ed.: D. Psillos and N. Papadouris)

10th ESERA Conference, Helsinki, Finland, 2015

C.61. Intramolecular (covalent and ionic) chemical bonding at 10th grade: Student misconceptions and difficulties about and the differences and the similarities between the two types of bonding and the continuity of the bonds. G. Tsaparlis & E. T. Pappa.*

11th ESERA Conference, Dublin, Ireland, 2017

Full papers in: E-Book Proceedings of the ESERA 2017 Conference
http://www.esera.org/publications/esera-conference-proceedings/

3. OTHER INTERNATIONAL CONFERENCES, SYMPOSIA, AND SEMINARS

The 1994 Dortmund International Symposium on Science Education

7th European Conference for Research on Learning and Instruction (EARLI), Athens, Greece, 1997.
ABSTRACTS, S. Vosniadou et al. (eds.)
*C.64. Effect of developmental level, working-memory capacity, mental capacity, and disembedding ability on problem solving in science. G. Tsaparlis,* p. 272. (poster)

Science Education Seminar / University of Joensuu, Joensuu, Finland, 2000

9th International Conference for Chaos Theory in Psychology and Life Sciences (Berkley University, California, USA, 1999

2002 Variety in Chemistry Teaching Conference (University of Keele, Αγγλία)
*C.68. Globalisation in chemistry education research and practice: A reality or a utopian dream? Invited plenary lecture (CERG Lecture)
18th International Conference on Chemical Education (18th ICCE).
C.69, C.70, C.71
(Organisers: IUPAC & Turkish Chemical Society) Istanbul, Turkey, 3-9 August 2004.
Participation with three (3) oral announcements

2nd Aegean Physical Chemistry Days. Ayvalik, Turkey, 7-9 October 2004.
C.72. What science education has to say to the teaching physical chemistry at university (invited plenary talk)

1st EUROVARIETY CONFERENCE. University of Crakow, Crakow, Poland, 2005.
C.73. Transforming undergraduate education in chemistry for preparing secondary-level teachers: he need for a close collaboration of faculty in science and science education. G. Tsaparlis (Invited plenary lecture)
C.74. Problem solving in university chemistry education: A review of research with emphasis on the role of psychometric factors. G. Tsaparlis.

7th EUROVARIETY CONFERENCE (European Variety in University Chemistry Education), University of Belgrade, Belgrade, Serbia, 2017
C.76. Adding a project-based component to a conventional physical chemistry laboratory, G. Tsaparlis* & G. Pantazi, Book of Abstracts, OC-11, pp. 41-42.

*C.77. Relation between formal reasoning and conceptual understanding. M. Kousathana, M. Demerouti and G. Tsaparlis.

NATIONAL MEETING OF THE AMERICAN CHEMICAL SOCIETY, Washington, DC. 2005

41st IUPAC WORLD CONFERENCE, 2007, Torino, Italy.
C.79. Problem solving as a higher-order cognitive skill and the role of psychometric factors - the case of chemistry and physical chemistry. G. Tsaparlis. Invited Key-note presentation.

XIII IOSTE Symposium "The use of science and technology education for peace and sustainable development", 21-26 September 2008, Izmir, Turkey
*C.80. PARSEL and The States-Of-Matter Approach to Introductory Chemistry (SOMA). G. Tsaparlis* and the PARSEL team. (Part of mini-symposium.)

National Association for Research in Science Teaching (NARST) 2009 Conference. Los Angeles, California, USA, 2009

C.83. Introducing an Elementary Atomic Model to Primary Education (Sixth Grade) – Maintaining the Particulate Perspective, but also Introducing the Concept of Electron Cloud. G. Tsaparlis* & P. Dalaouti. Poster Presentation. Book of Abstracts (on CD).
4th National (Turkish) Conference of Chemistry Education (IV Ulusal Kimya Eğitimi Kongresi. Ayvalik, Turkey, 2015

C.85. Problems and Solutions in Chemistry Education. G. Tsaparlis, Invited Plenary Lecture.

ISCAR 2019 Regional Conference. (Theme: Crisis on Context). Ioannina, Greece, 2019