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them, not the soil beneath them. A smartphone is made from more elements than you. Every day, science teachers get the opportunity to blow students' minds with counter-intuitive, crazy ideas like these. But getting students to understand and remember the science that explains these observations is complex. To help, this book explores how to plan and teach science lessons so that students and teachers are thinking about the right things – that is, the scientific ideas themselves. It introduces you to 13 powerful ideas of science that have the ability to transform how young people see themselves and the world around them. Each chapter tells the story of one powerful idea and how to teach it alongside examples and non-examples from biology, chemistry and physics to show what great science teaching might look like and why. Drawing on evidence about how students learn from cognitive science and research from science education, the

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narrative in clear, easy-to-master steps. I invite you to sweep your writing to the next level with a technique that creates immediacy and intimacy with your readers and virtually eliminates show/don't tell issues. My Best to You, Jill

This book brings together fifteen contributions from presenters at the 25th IUPAC International Conference on Chemistry Education 2018, held in Sydney. Written by a highly diverse group of chemistry educators working within different national and institutional contexts with the common goal of improving student learning, the book presents research in multiple facets of the cutting edge of chemistry education, offering insights into the application of learning theories in

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chemistry combined with practical experience in implementing teaching strategies. The chapters are arranged according to the themes novel pedagogies, dynamic teaching environments, new approaches in assessment and professional skills – each of which is of substantial current interest to the science education communities. Providing an overview of contemporary practice, this book helps improve student learning outcomes. Many of the teaching strategies presented are transferable to other disciplines and are of great interest to the global community of tertiary chemistry educators as well as readers in the areas of secondary STEM education and other disciplines.

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