



## **EMERGING ISSUES FROM TEXTBOOK ANALYSIS IN THE AREA OF CHEMICAL KINETICS**

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### **Abstract**

This paper discusses how an empirical study on students' ideas about chemical kinetics and on the analysis of documentary evidence can contribute to teaching and learning chemical kinetics in schools and universities. A number of issues were identified that appeared to serve as barriers to students in developing more appropriate ideas about the notion of chemical kinetics. Specifically, some of the conceptual difficulties encountered by students appear to be associated with imprecise or insufficient information in the textbooks. Some possible implications for teaching are proposed in the light of the results.

**Key words:** Chemical kinetics, catalysis, multiple representations, critical details of science contents, research evidence-based practice.

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