

SearchWorks articles+

All fields

articles, e-books, & other e-resources

Help

Connection problem?

[Back to results](#)

Cite

Innovative Mnemonics Make Chemical Education Time Economic -- A Pedagogical Review Article

Best source

[Full Text from ERIC](#)

About this article

Authors: [Das, Arijit](#)
Source: *Online Submission*. 2018 6(4):154-174.
Publication Date: 2018-01-01
Language: English

Abstract

Abstract: In this review article, formulae based on innovative mnemonics have been created to generate interest and remove phobia of students in the field of chemical education. Educators can use these numerous mnemonics in their teaching style in their lectures after discussing conventional methods to make chemistry intriguing. We have tried to focus some time economic mnemonics by including thirty-three formulae in the field of chemical education. It will encourage students to select choice type questions (MCQs) at different competitive examinations in a fair ground. This review article emphasizes chemical education in the light of a mnemonic techniques to make it metabolic, time economic and intriguing because the use of mnemonics in classroom lectures is an essential tool for a distinguished educator.

Details

Format: Academic Journal
Database: ERIC
Journal: Online Submission
Volume: 6
Issue: 4
Page Start: 154
Page Count: 21
Document Type: Journal Articles and Reports - Research

Stanford
LIBRARIES[Hours & locations](#) [My Account](#) [Ask us](#) [System status](#)Stanford
University[Stanford Home](#) [Maps & Directions](#) [Search Stanford](#) [Emergency Info](#)
[Terms of Use](#) [Privacy](#) [Copyright](#) [Trademarks](#) [Non-Discrimination](#) [Accessibility](#)

© Stanford University, Stanford, California 94305.