

The Project Place

Global Climate Change—Translation and Dissemination of a Monograph for Secondary Schools

A booklet on global climate change has been produced by the Italian Consorzio Interuniversitario Nazionale (INCA) "La Chimica per L'Ambiente." The booklet constitutes one of the early chapters of the senior secondary textbook *Introduction to Green Chemistry*, which will be produced by INCA as part of its Green Chemistry Series. The monograph is gaining considerable popularity in Italy and has been adopted by numerous science teachers for inclusion in their curriculum.

To serve as a resource for secondary schools in other parts of the world, the booklet must be translated into other languages—ideally, into English, Portuguese, and Spanish, to start. Translation into these languages will permit the booklet's wide distribution, including to parts of Europe, the United Kingdom, Australia and New Zealand, South Africa, and most of the countries in the North

and South American continents.

Accordingly, the objectives of this program are to:

- translate the booklet into the designated languages
- provide 2 000 copies of the translated booklet for initial dissemination and evaluation by relevant secondary school authorities, professional science teaching bodies, and secondary teachers in Australia, Portugal, Spain, and other selected countries
- demonstrate the central role of chemistry in global issues and highlight the contribution of green chemistry
- determine the potential demand for this booklet in secondary schools

In the original version of the booklet, the "Perspectives" section was dedicated to the Kyoto

protocol and issues closely tied to Europe and Italy. In the translations, this section will be updated and customized to address the issues facing each user country.

For more information, contact Task Group Chairman Pietro Tundo <tundop@unive.it>.



www.iupac.org/projects/2005/2005-015-1-300.html

Distance Learning in Toxicology: Effective Teaching through Technology

In the past few years, distance learning has come of age: Registration is expanding, types of offerings are proliferating, and the skepticism surrounding this form of education is being dispelled by its common-sense, practical advantages. The rapid rate of development has been boosted by the increased awareness of programs by both teachers and students and their appreciation of its blend of electronic tools with pedagogy and asynchrony with synchrony.

The objective of this project is to present and clarify issues surrounding the development and delivery of online courses in toxicology—the effect of chemicals on humans, animals, and the environment. Instruction in the development of these courses and several examples of robust programs around the world will be presented. Discussions relating to the cost, delivery, effectiveness, and overall quality of these programs will be incorporated into a symposium organized in the framework of this project; both the thinking and the technological tools behind development of the courses will be presented. The task group overseeing the symposium is Jane Huggins and John Morris (Drexel University), Kristine Willett (University of Mississippi), John Duffus (Edinburgh Centre for Toxicology), and Paul Wright (Royal Melbourne Institute of Technology).

The symposium will be presented at the Society of Toxicology annual meeting in San Diego, California, 5–9 March 2006.

For more information, contact Task Group Chairman Jane Huggins <dona.jane.huggins@drexel.edu>.



www.iupac.org/projects/2005/2005-013-1-700.html

