



Chemistry Education Research and Practice (CERP)

CERP is the international peer-reviewed research journal for teachers, researchers and other practitioners in chemistry education, published by the Royal Society of Chemistry. The editor is **Prof Keith S Taber**, University of Cambridge, UK.

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Call for papers

You are invited to submit contributions for the 2017 Chemistry Education Research and Practice (CERP) special themed issue on

Development of key skills and attributes in chemistry education

scheduled for publication Autumn 2017 (articles will be published on line after acceptance).

Guest editors

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Development of key skills and attributes in chemistry education

Employers have long urged universities to equip their graduates with a range of key professional skills and graduate attributes and many universities articulate 'graduateness' in terms of graduate attributes statements. These skills and attributes encompass, for example, critical thinking, problem solving, effective communication, information skills, team work, use of technology, intercultural awareness, lifelong learning, creativity and leadership amongst others. However, meaningful development of these skills and attributes alongside subject knowledge is challenging and requires a shift in curriculum design and pedagogy. In this special themed issue we will focus on the development of key professional skills and graduate attributes within **undergraduate chemistry degree programmes**.

Possible topics may include but are not limited to:

- Research on teachers', students' and employers' beliefs, knowledge, and attitudes towards the development of professional skills and graduate attributes.



- Research into the challenges and issues involved in teaching chemistry in a way that allows students to develop key professional skills and graduate attributes.
- Research into pedagogies and assessment regimes that are effective in developing key professional skills and attributes.
- Research into the impact of the development of key professional skills and graduate attributes on chemistry graduate outcomes and career prospects. Reports of effective evidence-informed classroom practice designed to develop key professional skills and graduate attributes.

Contributions should align with the principles and quality criteria of the journal (*Chem. Educ. Res. Pract.*, 2012, **13**, 4-7).

Articles should

- provide an argument for new knowledge supported by careful analysis of evidence
- be situated in existing literature, and either report the meaningful analysis of carefully collected research data or the rigorous evaluation of innovative practice.

Submission of Manuscripts

Manuscripts should be submitted in the format required by the journal using the ScholarOne online manuscript submission platform, <http://mc.manuscriptcentral.com/rp>.

General guidance on whether the theme of a contribution falls within the scope of the journal may be found in a published editorial (*Chem. Educ. Res. Pract.*, 14(2), 151-155). Enquiries concerning the suitability of topics of potential contributions for the theme issue should be sent directly by email to one of the theme editors: David McGarvey d.j.mcgarvey@keele.ac.uk or Tina Overton tina.overton@monash.edu

Important Dates

Manuscripts should be submitted by **Monday 9 January 2017** to be eligible for consideration in the theme issue. All manuscripts will be subject to editorial screening and peer review. Manuscripts received after the deadline may still be considered for the theme issue, but the usual peer review process will not be compromised to reach decisions on publication. If such articles are accepted for publication too late to be included in the theme issue, then they will be included in a subsequent issue.

As with other CERP contributions, articles intended for the theme issue will be published as advanced articles online as soon as they have been set and proofs have been checked, ahead of publication in the theme issue itself. Authors also have the option of Just Accepted publication where a pdf of their accepted manuscript is published immediately after acceptance (to be substituted by the professionally set and proofed copy once available).