Contents

Part I Theoretical Considerations
Meeting Educational Objectives in the Affective and Cognitive Domains: Personal and Social Constructivist Perspectives on Enjoyment, Motivation and Learning Chemistry .................................................. 3
Keith S. Taber
Evaluating the Affective Dimension in Chemistry Education ............. 29
Sri Rahayu
Getting Involved: Context-Based Learning in Chemistry Education .... 51
Jürgen Menthe and Ilka Parchmann
Gender Perspective on Affective Dimensions of Chemistry Learning ... 69
Ajda Kahveci
Arne Dittmer and Ulrich Gebhard

Part II Research and Practice
Implementing Inquiry-Based Science Education to Foster Emotional Engagement of Special-Needs Students ............................................. 107
Simone Abels
Affect and Meeting the Needs of the Gifted Chemistry Learner: Providing Intellectual Challenge to Engage Students in Enjoyable Learning ...................................................... 133
Keith S. Taber
It’s the Situation That Matters: Affective Involvement in Context-Oriented Learning Tasks ................................................................. 159
Sabine Fechner, Helena van Vorst, Eva Kölbach, and Elke Sumfleth
Gathering Psychometric Evidence for ASCIv2 to Support Cross-Cultural Attitudinal Studies for College Chemistry Programs ................. 177
Xiaoying Xu, Khalid Alhooshani, Daniel Southam, and Jennifer E. Lewis

Secondary School Students' Chemistry Self-Efficacy: Its Importance, Measurement, and Sources .................................................. 195
Derek Cheung

Second-Year College Students' Scientific Attitudes and Creative Thinking Ability: Influence of a Problem-Based Learning (PBL) Chemistry Laboratory Course ........................................... 217
Heojeong Yoon, Ae Ja Woo, David F. Treagust, and A.L. Chandrasegaran

Neuroscience Engagement: The Influences of Chemistry Education on Affective Dimensions ......................................................... 235
Chia-Ju Liu and Chin-Fei Huang

Evaluating Drawings to Explore Chemistry Teachers' Pedagogical Attitudes ................................................................. 259
Silvija Markic and Ingo Eilks

Chemistry Teachers' Attitudes and Needs When Dealing with Linguistic Heterogeneity in the Classroom ..................................... 279
Silvija Markic

Majors' Gender-Based Affective States Toward Learning Physical Chemistry ............................................................ 297
Murat Kahveci