# VCE Chemistry Teachers’ Conference 2020

**Wednesday 12 February 2020 at La Trobe University, Bundoora**

The VCE Chemistry Teachers’ Conference is an approved professional learning activity.

## Conference Program

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**Wifi and laptops at the Conference**

Wifi is available to participants, a username and password will be provided on the day.

**Electrical Appliance Compliance**

Please ensure that any electrical device you bring has an updated compliance tag on the power lead otherwise you will be prevented from using it.

**Disclaimer**

STAV does not accept any responsibility for any damages caused by any individual on the day.

Registration information, La Trobe University Map and all conference information is available on the Science Victoria website: [www.sciencevictoria.com.au/conferences.html](http://www.sciencevictoria.com.au/conferences.html)
Keynote Address
8:45am – 9:30am

Keynote: Dr John Quinn, Australian Research Council Future Fellow at Monash Institute of Pharmaceutical Sciences.

Abstract
Hydrogen sulphide (H2S) is best known as a toxic, malodorous gas with the characteristic smell of rotten eggs. Moreover, the production of H2S as a by-product in a number of industrial processes presents significant environmental and workplace safety concerns. Less appreciated is the fact that H2S is also essential to life. Specifically, H2S is produced enzymatically in many cells, where it mediates a myriad of biochemical processes. This presentation will describe some of the surprising ways in which H2S supports life, and describe how my research aims to harness the biochemical function of H2S to reduce the side effects associated with several important drugs.

Biography
Dr John Quinn received his PhD from UNSW in 2003 under the joint supervision of Professor Tom Davis and Dr Ezio Rizzardo (CSIRO). After postdoctoral work at the University of Melbourne with Professor Frank Caruso (2003-2007), he spent a number of years away from academic research working in intellectual property law and student welfare. John returned to scientific research in 2014 and is currently an Australian Research Council Future Fellow at Monash Institute of Pharmaceutical Sciences. His research explores the application of advanced polymeric materials in drug delivery applications.

Session A
11:00am-11:45am

A1 Planning school-assessed coursework for new VCE Chemistry teachers
Maria James, VCAA
Are you new to teaching VCE Chemistry? New to teaching the current version of VCE Chemistry? Unsure of the VCAA requirements in relation to school-based assessment? This workshop will focus on supporting new VCE Chemistry teachers to develop assessment tasks that meet the VCAA requirements in relation to the VCE Assessment Principles and the VCE Chemistry Study Design.
Suitability: VCE Unit 1, 2, 3 & 4
Not Repeated

A2 Area of Study 3: Scientific Posters - Setting students up for success
Laura Adamson, Lowther Hall Anglican Grammar School
Tackling the Area of Study 3 Scientific Poster can be a daunting task for both students and teachers. When reading the VCE Chemistry Study Design this can complicate the process even further. This session will involve incorporating an easy to follow timeline and checkpoints to help your students through the maze of the scientific poster. These steps will allow them to achieve success and develop a deeper knowledge and understanding of how to design and undertake a practical investigation.
Suitability: VCE Units 3&4
Repeated in B2

A3 Biobrain - a Chemistry learning tool
Caroline Cotton, Cotton Educational Consulting
Biobrain, is a Chemistry App that helps VCE Chemistry students understand 3 key chemistry concepts and test their knowledge with real time feedback on their progress. Students are now be able to learn and revise Chemistry anytime and anywhere, on their mobile devices. Key Areas of Study are separated into topics and graded over three levels of difficulty. Biobrain uses diagrams and text to illustrate key concepts, and has a variety of question types for students to test their knowledge. Students can also keep track of their scores, review answers, and retake quizzes to ensure full understanding and learning over time. Biobrain’s learning materials include links to an illustrated glossary to assist learning without leaving the screen.
All participants will receive a free trial of Biobrain.

Delegate Note: Please bring your mobile phone and ensure you know your ID and pin.
Suitability: VCE Unit 1, 2, 3 & 4
Repeated in C3

A4 Making connections in VCE Chemistry
Dr Adele Hudson, Aitken College
With the move towards a higher proportion of application questions in the VCE Chemistry exam, it is even more essential that students understand foundational concepts and then can make links between these concepts. In this session, I will show strategies that I use to build student capability in these areas. The use of quizzes that quickly help students target gaps in their understanding of key knowledge will be demonstrated, along with area of study summary sheets, stimulus questions and scaffolded mind maps to help students link their understanding. This session is suitable for both teachers of Unit 1&2 and Unit 3&4 Chemistry.
Suitability: Years 7-10, VCE Units 1, 2, 3 & 4
Not repeated

A5 The Science of Magic
Peter Razos, Caulfield Grammar School
Magic has entertained us for thousands of years and now is enabling us to better understand the neuroscience that drives our thinking and ability focus our attention. This unit of work is ideal for anyone who wishes to deliver an engaging unit that introduces students psychology as well as the physics, biology and chemistry behind the illusions and the tricks. The his unit is ideal if anyone wishes to embark on an MYP unit of work. Participants will be captivated by demonstrations and the science behind the illusions as it applies to real life. For a total experience participants are encouraged to bring their own device and follow along as this unit is online. Check it out at www.dynamicscience.com.au/tester/solutions1/magicofsci/timeline.htm If you are looking for a resource that you can deliver to your class with great impact the very next day then this is the one.
Suitability: Years 7 – 10
Not repeated
A6 Targeted Development of Students Science Inquiry Skills
Dr Racheal Rutkowski, Methodist Ladies’ College
The development of science inquiry skills is essential for students to understand and appreciate scientific knowledge. Students are required to pose scientific questions, design experiments to test hypotheses, collect and analyse data, and evaluate their findings, skills that require repeated practice and refinement. In this session I will present an overview of our backward design approach for teaching science inquiry skills through investigations across Years 7-12, with a focus on Years 7 and 8. I will also discuss how to collect, collate, and analyse student learning data to target learning and teaching to further develop student inquiry skills.
Suitability: All
Repeated in C6

A7 The Art of Chemistry VCE Chemistry at Quantum Victoria
Dr Scott McLean & Yuvadee Patchon, Quantum Victoria
In this hands-on workshop, teachers will complete a component of the Quantum Victoria VCE Unit 1 student program The Art of Chemistry. This onsite program aims to give students a greater understanding of the applications of analytical chemistry through a scenario-based chemistry investigation, where they determine the authenticity of artwork from different eras through paint pigment analysis.
Suitability: VCE Unit 1 & 2
Not Repeated

A8 Ideas for conducting the Practical Investigation for AOS 3 Unit 4 Chemistry
Louise Lennard, Methodist Ladies College
The VCAA Unit 4 Chemistry Study Design includes AOS3, a Practical Investigation regarding energy and / or food. This workshop will look at suggestions for planning, conducting and assessing the Practical Investigation (AOS 3), including student submission of a scientific poster.
Suitability: VCE Unit 3 & 4
Not Repeated

A9 Assessment tasks that build confidence
Cristy Herron, Aitken College
Ever have students with the mindset ‘Chemistry is the hard science’ or ‘Science is my worst subject’? If so, you probably know how hard it is to change their mentality. Conducting highly scaffolded revision sessions in conjunction with assessment reference sheets has shown to be successful in building student confidence in Chemistry and General Science, no matter their skill level. As a result, our faculty is seeing an increase in retention rates in VCE Chemistry which was previously notorious for having high drop-out rates. In this session, revision and assessment strategies will be shared that boost student confidence levels, ultimately leading to increased subject dedication, success and retention.
Suitability: Years 7-10, VCE Unit 1 and VCE Unit 2
Not repeated

A10 Making the ‘invisible’ sub-microscopic world of Chemistry ‘visible’ to students
Dr Katherine Putman, Ivanhoe Girls’ Grammar School
The inability of students to visualise the sub-microscopic nature of matter represents an obstacle for the development of students’ conceptual understanding. This session aims to offer approaches to make the sub-microscopic world of Chemistry accessible to students through the use of simple, yet meaningful problem solving experiences. These approaches intend to enable students to correlate the macroscopic with the sub-microscopic and guide the students to develop appropriate mental models to develop a deeper understanding.
Suitability: VCE Units 1,2,3 & 4
Repeated in B10

A11 Demonstration-a-thon
Mick Moylan, School of Chemistry, University of Melbourne
Demonstrations can be the most exciting and engaging part of senior chemistry, but it can be difficult (and even nerve wracking) to perform a demonstration for the first time. This presentation will run through some of Mick Moylan’s favourite demonstrations that are used to create memorable teaching moments, illustrate concepts, attract students’ attention, and stimulate classes. The session will show 10 of Mick’s favourite chemistry demonstrations, complete with notes, hints, safety information and suggested suppliers.
Suitability: All
Curriculum: Chemistry
Not Repeated

A12 Edrolo for Data, Differentiation and Exam Preparation in VCE Sciences
Mark Drummond & Kat Gentry, Edrolo
Want to learn more about how to get the most out of Edrolo with your VCE Biology, Chemistry & Physics classes? Join us for this professional development workshop where we’ll show you how to effectively use Edrolo for formative assessment and exam preparation. The workshop will include a deep-dive into using our scaffolded exam-style questions, student self-marking and accessing insightful data to guide teaching & learning in your classroom. You will also have the chance to collaborate with teachers from different schools to discuss approaches for integrating Edrolo into your VCE Science curriculum.
Delegates Note: This is a professional development session for existing Edrolo users. Please bring your laptop.
Suitability: VCE 1, 2, 3 & 4
Repeated in B12

A13 Teaching Units 1 and 2 Chemistry
Carolyn Drenan, Early Chemistry Careers Network & Nicole Dobson, Mount Alexander Secondary College
This session will focus on how you might like to teach Units 1 & 2 Chemistry in 2019. Come along for some useful information on how to sequence the year from a teacher and student perspective. We will work through Unit outlines, ideas for engaging students with practical activities, demonstrations, writing risk assessments for the laboratory and developing SAC tasks. This workshop is targeted for Graduate, Early Career Chemistry Teachers or returning teachers to VCE Chemistry. The workshop is being presented by the Early Chemistry Careers Network (ECCN), which is part of the Chemistry Education Association.
Curriculum: VCE Unit 1 & VCE Unit 2
Repeated in B13
**VCE Chemistry Teachers’ Conference 2020**

**Session B**
11:50am-12:35pm

**B1 Have you thought of teaching VCE Environment Science?**
Maria James, VCAA

What have the 2019 SAC audits for Units 3 and 4 revealed about assessment in the current study design? How can teachers use the current assessment tasks to develop engaging and compliant SAC tasks? What are the issues in chemistry education, curriculum and implementation that will impact on review of the study design in 2020? These questions form the focus of this presentation session. An interactive workshop will also be offered during the Conference to expand on some of the issues raised and to allow for audience questions, comments and suggestions.

Suitability: VCE Unit 1, 2, 3 & 4
Not Repeated

**B2 Area of Study 3: Scientific Posters - Setting students up for success**
Laura Adamson, Lownher Hall Anglican Grammar School

Tackling the Area of Study 3 Scientific Poster can be a daunting task for both students and teachers. When reading the VCE Chemistry Study Design this can complicate the process even further. This session will involve incorporating an easy to follow timeline and checkpoints to help your students through the maze of the scientific poster. These steps will allow them to achieve success and develop a deeper knowledge and understanding of how to design and undertake a practical investigation.

Suitability: VCE Units 3&4
Repeat of A2

**B3 Yr 10 Chemistry Unit**
Patrick O’Shea, Loreto Ballarat

Presentation of a dedicated unit to introduce chemistry to Yr 10 students. I have prepared a booklet that attempts to introduce Unit 1 and 2 concepts without stealing experiments from Yr 11. I have focused on making concepts more visual and more sequential than usually presented. I also have a small booklet of chemistry demonstrations to present.

Suitability: Years 7 - 10, VCE Units 1 & 2
Not Repeated

**B4 Using Wolfram tools in Data Science in Chemistry**
Craig Bauling, Wolfram Research

For 30 years, Wolfram Research has been serving Educators and Researchers. In the past 10 years, we have introduced many world changing technical innovations like Wolfram | Alpha Pro, Natural Language computation, Wolfram SystemModeler, and the Wolfram Cloud products (for iPads and tablets). Many of which are being made available through large scale deployments like Egypt, Victoria Australia, and Ecuador. This suite is being deployed by Faculty and Students all around Victoria in numerous projects and in thousands of classrooms. Craig will demonstrate the key features that are directly applicable for use in Science Education with specific examples for how it is being used.

Topics of this technical talk include:
- Practical applications in Engineering, Chemistry, Physics, and Biology
- Computation using Natural English Language
- On-demand Chemical, Biological, Economic, Finance and Social data
- Creating interactive models that encourage student participation and learning
- 2 D and 3 D information visualization and 3 D Printing
- Market Leading Statistical Analysis Functionality
- Mathematika as a modern programming language

The content will help attendees with no prior experience get started with the Wolfram workflow. Since there is a large amount of new functionality, most intermediate users who attend these training sessions have reported learning quite a bit as well.

All attendees will receive an electronic copy of the examples, which can be adapted to individual courses.

Suitability: All
Repeated in C5

**B5 Energy transformations + forces + chemical reactions = model rocketry**
Peter Razos, Caulfield Grammar School

Australia is joining the space age with its own space agency. Space X is the buzz word. Rockets are now reusable and able to return to a predetermined point back on Earth and land safely. All this involves some amazing science that cannot be experienced through simulations and animations or video. Participants will be encouraged to build and launch their own model rocket. This activity will vividly demonstrate the forces, energy and general science involved in the making and launching of rockets. The power of this activity to engage and capture the imagination of all students is there to see first-hand.

Suitability: All
Repeated in C5

**B6 Flipping the class using OneNote**
Braedan Johnstone, Rowville Secondary College

The majority of secondary schools have Microsoft Office 365 accounts which provides the opportunity to use Microsoft OneNote. This session will look at how Microsoft OneNote can be used to deliver the VCE Chemistry course and transition away from the reliance of using Powerpoint slides. It will also look at how I have used it to flip the classroom.

Delegate Note: Please bring laptop - fully charged. Requires active Microsoft Office 365 account.

Suitability: VCE Units 1, 2, 3 & 4
Not Repeated

**B7 Dual Coding: Maximising the Potential of Visuals to Supercharge Learning**
Patrick Robertson, Yarrawonga College

For 30 years, Wolfram Research has been serving Educators and Researchers. In the past 10 years, we have introduced many world changing technical innovations like Wolfram | Alpha Pro, Natural Language computation, Wolfram SystemModeler, and the Wolfram Cloud products (for iPads and tablets). Many of which are being made available through large scale deployments like Egypt, Victoria Australia, and Ecuador. This suite is being deployed by Faculty and Students all around Victoria in numerous projects and in thousands of classrooms. Craig will demonstrate the key features that are directly applicable for use in Science Education with specific examples for how it is being used.

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Suitability: All
Repeated in C7

**B8 Teacher VCE Chemistry Units 3 & 4**
Alexander Colussa, Trinity Grammar & Michelle Roberts, Whittlesea Secondary College & Michelle Roberts, Whittlesea Secondary College - on behalf of the Early Careers Chemistry Network (ECCN)

This session will support the teaching of Units 3 & 4 from the 2017-2021 VCE Chemistry study design. Main focuses include:
- Sequencing the year from a teacher and student perspective, including unit outlines and scheduling of the AoS3 Practical Investigation.
- Demonstrations, practical activities
Use of ICT resources including interactive simulations and the Pearson Lightbook.

- Structured revision activities.
- Design of SAC tasks.

This workshop is targeted for Graduate and Early Career Chemistry Teachers. The workshop is being presented by the Early Chemistry Careers Network (ECCN), which is part of the Chemistry Education Association.

Suitability: VCE Unit 3 & 4

Repeated in C8

**B9 Flipped Learning in the Chemistry Classroom**

Nicole Volkman, Edupreneur, VolkScience

With the huge amount of content in the Chemistry Study Design, it can be difficult to cover all areas in detail. By ‘flipping’ the chemistry classroom, students can learn content outside class and then utilise class time to work on problem solving and application of their knowledge. The use of custom made videos, specifically constructed for the current Study Design, will be shown and effective methods of utilising these will be discussed.

Suitability: VCE Units 1, 2, 3 and 4

Not Repeated

**B10 Making the ‘invisible’ sub-microscopic world of Chemistry ‘visible’ to students**

Dr Katherine Putman, Ivanhoe Girls’ Grammar School

The inability of students to visualise the sub-microscopic nature of matter represents an obstacle for the development of students’ conceptual understanding. This session aims to offer approaches to make the sub-microscopic world of Chemistry accessible to students through the use of simple, yet meaningful problem solving experiences. These approaches intend to enable students to correlate the macroscopic with the sub-microscopic and guide the students to develop appropriate mental models to develop a deeper understanding.

Suitability: VCE Units 1, 2, 3 & 4

Repeat of A10

**B11 Perceptions of Preparedness of first year chemistry students and their instructors**

Elizabeth Leong, School of Chemistry, Monash University

Transitioning successfully into the tertiary chemistry environment is highly dependent on students’ academic preparedness. This project explored the perceptions of current students, their educators and Victorian senior secondary chemistry teachers around their preparedness for first year chemistry. The students were surveyed at the commencement and at the end of the first semester to detect any possible shift in their perceptions. This presentation will showcase some of the findings from the analysis of pre- and post-semester survey responses and a series of teaching staff interviews and student focus groups. A number of differences emerged between the perceptions of students and tertiary educators, but also between secondary and tertiary educators, revealing a disconnect that exemplifies the importance of open dialogue between both levels of education.

Suitability: Unit 1, 2, 3 and 4

Not Repeated

**B12 Edrolo for Data, Differentiation and Exam Preparation in VCE Sciences**

Mark Drummond & Kat Gentry, Edrolo

Want to learn more about how to get the most out of Edrolo with your VCE Biology, Chemistry & Physics classes? Join us for this professional development workshop where we’ll show you how to effectively use Edrolo for formative assessment and exam preparation. The workshop will include a deep-dive into using our scaffolded exam-style questions, student self-marking and accessing insightful data to guide teaching & learning in your classroom. You will also have the chance to collaborate with teachers from different schools to discuss approaches for integrating Edrolo into your VCE Science curriculum.

Delegate Note: This is a professional development session for existing Edrolo users. Please bring your laptop.

Suitability: VCE Units 1, 2, 3 and 4

Repeat of A12

**B13 Teaching Units 1 and 2 Chemistry**

Carolyn Drenan, Early Chemistry Careers Network & Nicole Dobson, Mount Alexander Secondary College

This session will focus on how you might like to teach Units 1 & 2 Chemistry in 2019. Come along for some useful information on how to sequence the year from a teacher and student perspective. We will work through Unit outlines, ideas for engaging students with practical activities, demonstrations, writing risk assessments for the laboratory and developing SAC tasks. This workshop is targeted for Graduate, Early Career Chemistry Teachers or returning teachers to VCE Chemistry. The workshop is being presented by the Early Chemistry Careers Network (ECCN), which is part of the Chemistry Education Association.

Suitability: VCE Unit 1 & VCE Unit 2

Repeat of A13
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Suitability: VCE Unit 1, 2, 3 & 4
Repeat of A3

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Suitability: All
Repeat of B4

C5 Energy transformations + forces+ chemical reactions = model rocketry
Peter Razos, Caulfield Grammar School
Australia is joining the space age with its own space agency. Space X is the buzz word. Rockets are now reusable and able to return to a predetermined point back on Earth and land safely. All this involves some amazing science that cannot be experienced through simulations and animations or video. Participants will be encouraged to build and launch their own model rocket. This activity will vividly demonstrate the forces, energy and general science involved in the making and launching of rockets. The power of this activity to engage and capture the imagination of all students is there to see first-hand.
Suitability: All
Repeat of B5

C6 Targeted Development of Students Science Inquiry Skills
Dr Racheal Rutkowski, Methodist Ladies’ College
The development of science inquiry skills is essential for students to understand and appreciate scientific knowledge. Students are required to pose scientific questions, design experiments to test hypotheses, collect and analyse data, and evaluate their findings, skills that require repeated practice and refinement. In this session I will present an overview of our backward design approach for teaching science inquiry skills through investigations across Years 7-12, with a focus on Years 7 and 8. I will also discuss how to collect, collate, and analyse student learning data to target learning and teaching to further develop student inquiry skills.
Suitability: All
Repeat of A6

C7 Dual Coding: Maximising the Potential of Visuals to Supercharge Learning
Patrick Robertson, Yarrawonga College
P-12
Teachers can attest to the utility of whiteboard illustrations as part of their toolkit, particularly in science. Intuitively we know that visuals help us learn better, but why? Visuals matched with dialogue as part of explanations can not only help students better understand the trickiest of concepts, but also support better long-term retention. In this presentation I hope to explain why this is the case by introducing Dual Coding theory, show examples of how I employ this in the classroom, and provide guidance on how to use visuals effectively.
Suitability: All
Repeat of B7

C8 Teacher VCE Chemistry Units 3 & 4
Alexander Colussa, Trinity Grammar & Michelle Roberts, Whittlesea Secondary College & Michelle Roberts, Whittlesea Secondary College - on behalf of the Early Careers Chemistry Network (ECCN)
This session will support the teaching of Units 3 & 4 from the 2017-2021 VCE Chemistry study design. Main focuses include:
• Sequencing the year from a teacher and student perspective, including unit outlines and scheduling of the AoS3 Practical Investigation.
• Designing and correcting assessments using free digital software to provide feedback on student understanding
• Demonstrations, practical activities
• Use of ICT resources including interactive simulations and the Pearson Lightbook.
• Structured revision activities.
• Design of SAC tasks. This workshop is targeted for Graduate and Early Career Chemistry Teachers.

The workshop is being presented by the Early Chemistry Careers Network (ECCN), which is part of the Chemistry Education Association.
Suitability: VCE Unit 3 & 4
Repeat of B8
Meet’n Greet
3:25pm – 4:25pm

C9  Beginning Teachers Toolbox of Tricks
Nicole Volkman, Edupreneur, VolkScience
Teaching Chemistry for the first time can be very challenging, even more so if you are a beginning teacher. In this session I will share with you some of the tips and tricks I have learnt over the last 10+ years teaching Chemistry which have not only improved student learning but have decreased my stress levels, increased my organisation and made teaching more enjoyable. These are the things I wish I had known when I first started teaching.
Suitability: VCE Units 1, 2, 3 and 4
Not Repeated

C10  Situating sustainable chemistry in teaching and learning with systems thinking
Dr Seamus Delaney, Deakin University
This interactive workshop will outline learning activities to use in the classroom that directly relate to critical challenges, such as those highlighted by the United Nations Global Goals for sustainable development (SDGs). Incorporating systems thinking skills into chemistry, has been proposed as a means to re-position the public image of chemistry, to emphasise the molecular basis for sustainability?
Suitability: All
Not Repeated

C11  Literacy Strategies for VCE Chemistry Teachers
Lisa Chiavaroli, Catholic Education Melbourn & Nick Harvey, St Jospeh’s Ferntree Gully
“It’s not about the maths anymore - can you write and explain your understanding” (Peter Skinner, Meet the Assessors, STAV VCE Chemistry Conference, 2019). The current VCE Chemistry curriculum requires that students utilise a range of discipline-based literacies to effectively make meaning of, and communicate scientific ideas. The development and refinement of these skills need to be explicitly taught; not only during VCE but also in the years preceding it. Although many science teachers use these discipline-based literacies in their daily practice, it is rare that they also possess the pedagogies to explicitly teach these skills to their students. This workshop aims to equip teachers with a range of best-practice strategies to support the teaching and learning of specific science literacies to help navigate the increasing literacy demands of the VCE Chemistry curriculum.
Suitability: All
Not Repeated

C12  Nanomaterials: New technologies to explore key concepts of unit 1-4 Chemistry
Jasmine Lynch, ARC Centre of Excellence in Exciton Science, Based at the School of Chemistry, The University of Melbourne
Nanomaterials are an area of Chemistry which teachers don’t give much time to and often fall through the curriculum cracks as they relate to such a broad area of research. However, new ‘Excitonic’ materials are a group of nanomaterials with important roles in solar, lighting and security applications and can easily be explored by year 11 students. In this session, we will demonstrate how Excitonic nanomaterials are a fantastic case study to use in the application of fundamental ideas around bonding, electron energy levels and the properties of materials and therefore, many of the concepts explored in Unit 1 chemistry. Furthermore, the techniques that chemists use to analyze these materials pertain to techniques explored in Unit 2 Chemistry including emission and absorption spectroscopy. You will leave this session with not only your own professional learning about innovative Nano technology, but also some engaging lesson ideas, demo and practical ideas for your class.
Suitability: VCE Unit 1, 2, 3 and 4
Not Repeated

C13  Collecting, Tracking and Analysing Student Data in VCE
Chloe Nelson, Austylics
This session explores practical ways to use formative assessment effectively in a VCE classroom to collect, track and analyse student growth and achievement data. Links to the High Impact Teaching Strategies (HITS) Framework will be incorporated including setting goals, structuring lessons, explicit teaching, worked examples, feedback, metacognitive strategies and differentiated teaching. A brief discussion of a variety of both free and paid software to assist teachers in collecting, tracking and analysing student growth and achievement data will also be included, with discounts available to attendees.
Delegate Note: Devices optional
Suitability: All
Not Repeated
VCE Conferences 2020 Registration Form

Register online at: www.sciencevictoria.com.au/conferences.html
Please note registration will not be processed if a school purchase order is not supplied

Personal Details

School Purchase Order No. _____________________________ STAV Individual Membership No. _____________________________

Title: __________ First name: __________ Surname: __________

School/Organisation: _____________________________

Email Address (all correspondence by email) _____________________________

Address: _____________________________

Suburb: _____________________________ State: _____________________________ Postcode: _____________________________

Telephone: _____________________________ Mobile: _____________________________

School Type:  ☐ Government  ☐ Independent  ☐ Catholic  ☐ Other

Region:  ☐ North-Eastern  ☐ North-Western  ☐ South-Eastern  ☐ South-Western Victoria

School Level:  ☐ Early Years (F-4)  ☐ Middle Years (5-8)  ☐ Later Years (9 - 10)  ☐ VCE

Gender:  ☐ Male/Female  Dietary requirements call STAV directly on 03 9385 3999

Privacy statement: As part of this event STAV compiles a list of participants’ contact details for communication of upcoming events. If you do not wish to be included on this list please tick this box.

☐ Please tick this box if you wish to receive further information from Science Teachers’ Association of Victoria Inc.

I wish to attend: (Please ensure you fill out a SEPARATE Registration form for each VCE Conference you wish to attend)

☐ VCE Biology  Tuesday 11 February 2020 at La Trobe University, Bundoora

☐ VCE Chemistry  Wednesday 12 February 2020 at La Trobe University, Bundoora

☐ VCE Physics  Friday 14 February 2020 at La Trobe University, Bundoora

Workshops: Session Selection

*There is a limit to the number of participants in many sessions. Sessions will be allocated on a ‘first come, first served’ basis.

*You will be notified by email of the sessions to which you have been allocated prior to the conference.

*Register as early as possible to ensure your choice of sessions.

*Session codes must be used, eg. A1, B1, C1

Preferences 1st 2nd 3rd 4th

Session A 1 ☐ ☐ ☐ ☐

Session B 2 ☐ ☐ ☐ ☐

Session C 3 ☐ ☐ ☐ ☐

Session D 4 ☐ ☐ ☐ ☐

Physics Only - Saturday 15 February Excursion

☐ E1 9.00am - Victorian Space Science Education Centre

☐ E2 9.00am - The Australian Synchrotron

☐ F1 11.30am - Medical Physics In-Service at Peter MacCallum Cancer Centre

Please complete details overleaf>>
VCE Conferences 2020 Registration Form

Name: ________________________________________________________________

Meet’n Mingle
☐ Biology - Will you be attending the “Meet’n Greet” session? Please tick. (for catering purposes)
☐ Chemistry - Will you be attending the “Meet’n Greet” session? Please tick. (for catering purposes)
☐ Physics - Will you be attending the “Meet’n Greet” session? Please tick. (for catering purposes)

VCE Biology, Chemistry and Physics Conferences
☐ STAV Individual member - $192 per conference
☐ CEA Member (for Chemistry conference only) - $192 per conference

CEA Memberships received after 20/11/19 will not be eligible for a member discount for the 2020 VCE Chemistry conference

☐ STAV School Subscriber - $310 per conference
☐ Non-STAV member - $336 per conference
☐ Retired Teacher - $78 per conference
☐ Full Time Student (Must provide student id to receive concession rate) - $78 per conference
☐ Presenter - FREE

Registration includes
Conference sessions, breakfast for Chemistry and Biology and morning tea for Physics and lunch for all conferences. All prices quoted are GST inclusive. A tax invoice will be issued.

An initial email is sent to confirm that we have received your registration form, then a further email is sent 7 days prior to the conference to confirm your session allocations and other relevant conference information.

If you do not receive an email contact STAV at: stav@stav.vic.edu.au

Payment details  ABN 94 108 759 762
☐ Cheque - make payable to: SCIENCE VICTORIA ☐ Invoice School/Purchase order supplied
☐ Credit Card (Please tick applicable) ☐ VISA ☐ MasterCard

Card No. ____________ ____________ ____________ ____________ Expiry Date ____________ ____________ CCV No. ____________

Name of Cardholder (please print) ___________________________ Signature ___________________________

Cancellation policy: A 50% cancellation fee will apply. Notification of cancellation must be in writing. There will not be any refund for cancellations made less than 2 weeks prior to the conference. CLOSING DATE for all Registrations is 5 business days prior to each conference.

EMAIL: stav@stav.vic.edu.au • FAX: 9386 6722