

## Department of Chemistry - Macquarie University

### Student Learning Experiences in the Laboratory

This survey will be used by the Department of Chemistry for the purpose of maintaining or improving the quality of this experiment for teaching purposes. Your cooperation in completing this anonymous form is greatly appreciated. It is not connected in any way to your assessment for this unit. Completion of this survey is voluntary.

Occasionally we would like to release this information into the public domain, for instance through presentations at conferences and publication in articles for journals. Such publication encourages discussion on good teaching practice. We would appreciate receiving your permission to publish your anonymous comment. If you **do not** wish to release your comments, please tick the box below.

**I do not give permission for my comments to be used beyond the Department of Chemistry, Macquarie University.**

The ethical aspects of this study have been approved by the Macquarie University Ethics Review Committee (Human Research). If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Research Ethics Officer (telephone [02] 9850 7854, fax [02] 9850 8799, email: [kdesilva@vc.mq.edu.au](mailto:kdesilva@vc.mq.edu.au)). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

Unit: CHEM103

Experiment Name or Number: **Experiment 2: Finding other elements: Sodium-fusion method**

1 Did this experiment help you to understand the theory and concepts of the topic? If so, how, or if not, why not?

*Yes, it did. This is because we had the opportunity to identify different compounds such as nitrogen, sulphur visibly.*

*Yes, the prelab was very vague to me but actually doing it made me help it understand a lot better.*

*Yes, always helps to put the theory into practice.*

*No, but it's fun blowing up Na.*

*Not really, I'm still a little confused with the chemicals that are malted(?) that show the positive test.*

*Yes.*

2 How is this experiment relevant to you in terms of your interests and goals?

*Well, out of all the experiments this semester this one was more enjoyable and it actually made me realise that chemistry is not bad after all.*

*If it is relevant to the test, it is relevant to me to achieve my goal of passing the tests.*

*Not very.*

*Shows different techniques used for assays rather than simple theory*

*The skills learnt in Exp 2 are needed for the final test, passing is one of my goals.*

*relavent*

3 Did you find this experiment interesting? If so, what aspects of this experiment did you find of interesting? If not, why not?

*I found this experiment enjoyable than previous experiments. I like the breaking of the tube interesting, and also the fact that I had to identify the unknowns, by looking at the colours, performing the B.P. and M.P.*

*Yes, it was different than other experiments because of boiling point and substances.*

*Yes, the burning of sulfur.*

*No opinion, a prac is a prac. not bad, not good.*

*Yes, identifying the unknown is the interesting part. Using different skill to identify something.*

*Yes. sodium explode, B.P.*

4 Can the experiment be completed comfortably in the allocated time? Is there time to reflect on the tasks while performing them?

Yes.

*Yes had an hour left.*

*Yes. Yes, plenty of time*

Yes.

Yes.

No, No

5 Does this experiment require teamwork and if so, in what way? Was this aspect of the experiment beneficial?

*No. Yes, this part of experiment was beneficial.*

*Yes because there are a few new things and it's better to do those things in teams.*

*Not really, can be done alone.*

No.

No

*No, yes team get in way*

6 Did you have the opportunity to take responsibility for your own learning, and to be active as learners?

*Yes, very much indeed.*

*Yes, always responsible for yourself.*

Yes.

*Possibly, if forced to interpret unexpected results.*

Yes

Yes

7 Does this experiment provide for the possibility of a range of student abilities and interests? If so, how?

Yes.

*No only (organic) chemistry students.*

*Yes as many different techniques are used.*

No

*Yes, because it is step by step.*

Unsure

8 Did the laboratory notes, demonstrators' guidance and any other resources help you in learning from this experiment? If so, how?

*Yes, especially when the demonstrator showed us how to carry out the procedure. It made the experiment much simpler and gave me a lot of confidence as well.*

*Yes, answers questions, helped me understand process.*

*Yes, sets you in track, so if something happens that shouldn't, you know why it has.*

*Yes, clear about procedure and possible erroneous results*

*Yes, the demonstrator demonstrated the skills that were written about in the notes, which clarified the points well.*

*labnotes: yes. demonstrator: no. other resources: textbook*

9 Are there any other features of this experiment that made it a particularly good or bad learning experience for you?

No.

*Cut my hand making boiling tube.*

*Not really.*

No.

*Well kinda ordinary learning experience*

10 What improvements could be made to this experiment?

*It would be good if we have our demonstrators watching us when doing MP & B point.*

*Pre-made boiling tubes.*

*None, quite straight forward.*

*Have some more challenging substances, but only a few.*

*Not be add with an other experiment to give more time, to do more unknowns.*

*More time*

11 Any Other Comments

*No.*

*No.*

*Only do exp2 in allocated time*