

## Gases Intro - pHet Simulation

Go to the pHet site by searching for "pHet Gases Intro". Run the HTML simulator by pressing the Play button. Answer the following questions. Here is the link:


[http://phet.colorado.edu/en/simulations/sim?gases-intro&at=gases-intro\\_en\\_Phet](http://phet.colorado.edu/en/simulations/sim?gases-intro&at=gases-intro_en_Phet)

### Directions for INTRO-

1. After opening the website above, click on the **INTRO** box.
2. To add a gas to the container, move the air pump handle up and down, three or four times.
  - After each of the following changes, describe what happens to the air pressure reading that you see in the gauge in the upper right corner of the container.
    - a. Move the toggle switch on the "Heat/Cool" bucket below the container UP, indicating an increase in temperature.
      - b. Predict what would happen if you had cooled the temp.
    - c. Now move the handle at the top of the container to the left, briefly, and close again. You have allowed some gas to escape.
      - d. Now move the handle, to the left of the container, towards the right. After you describe the change in the pressure reading, what did you just do to the volume of the container?
      - e. Predict what would happen to the pressure if you increase the volume of the container. Try it.
3. Now move your cursor to the bottom of the page and click on the **LAW'S** box. Once open, move the air pump handle up and down again to add gas to your container.
4. To simulate one of the gas laws, in the box off to the right that says **HOLD CONSTANT**, click on only **temperature**.
  - a. What is the pressure in your container?
  - b. At this setting, with the temp constant, and without changing the number of gas molecules in the container, what two variables could be changed?
  - c. What gas law focuses on those two variables?
  - d. Make a change to one of these variables and identify the resulting impact on the other variable.

# Properties Of Gases Phet Simulation Answer

**Arsénio Reis, João Barroso, J.  
Bernardino Lopes, Tassos  
Mikropoulos, Chih-Wen Fan**



## **Properties Of Gases Phet Simulation Answer:**

*Digital Learning and Teaching in Chemistry* Yehudit Dori, Courtney Ngai, Gabriela Szeinberg, 2023-07-12 Education is always evolving and most recently has shifted to increased online or remote learning *Digital Learning and Teaching in Chemistry* compiles the established and emerging trends in this field specifically within the context of learning and teaching in chemistry This book shares insights about five major themes best practices for teaching and learning digitally digital learning platforms virtual visualisation and laboratory to promote learning in science digital assessment and building communities of learners and educators The authors are chemistry instructors and researchers from nine countries contributing an international perspective on digital learning and teaching in chemistry While the chapters in this book span a wide variety of topics as a whole they focus on using technology and digital platforms as a method for supporting inclusive and meaningful learning The best practices and recommendations shared by the authors are highly relevant for modern chemistry education as teaching and learning through digital methods is likely to persist Furthermore teaching chemistry digitally has the potential to bring greater equity to the field of chemistry education in terms of who has access to quality learning and this book will contribute to that goal This book will be essential reading for those working in chemical education and teaching Yehudit Judy Dori is internationally recognised formerly Dean of the Faculty of Education of Science and Technology at the Technion Israel Institute of Technology and won the 2020 NARST Distinguished Contributions to Science Education through Research Award DCRA for her exceptional research contributions Courtney Ngai and Gabriela Szeinberg are passionate researchers and practitioners in the education field Courtney Ngai is the Associate Director of the Office of Undergraduate Research and Artistry at Colorado State University Gabriela Szeinberg serves as Assistant Dean and Academic Coordinator for the College of Arts and Sciences at Washington University in St Louis

## **College Physics**

**Textbook Equity Edition Volume 2 of 3: Chapters 13 - 24** An OER from Textbook Equity, 2016-02-11 This text is intended for one year introductory courses requiring algebra and some trigonometry but no calculus College Physics is organized such that topics are introduced conceptually with a steady progression to precise definitions and analytical applications The analytical aspect problem solving is tied back to the conceptual before moving on to another topic Each introductory chapter for example opens with an engaging photograph relevant to the subject of the chapter and interesting applications that are easy for most students to visualize For manageability the original text is available in three volumes Original text published by Openstax College Rice University [www.textbookequity.org](http://www.textbookequity.org) *Internal Assessment Physics for the IB Diploma: Skills for Success* Christopher Talbot, 2019-05-27 Exam board International Baccalaureate Level IB Diploma Subject Physics First teaching September 2021 First exams Summer 2023 Aim for the best Internal Assessment grade with this year round companion full of advice and guidance from an experienced IB Diploma Physics teacher Build your skills for the Individual Investigation with prescribed practicals supported by detailed examiner advice expert tips and common mistakes to avoid

Improve your confidence by analysing and practicing the practical skills required with comprehension checks throughout  
 Prepare for the Internal Assessment report through exemplars worked answers and commentary Navigate the IB  
 requirements with clear concise explanations including advice on assessment objectives and rules on academic honesty  
 Develop fully rounded and responsible learning with explicit reference to the IB learner profile and ATLs      **Even More**  
**Brain-powered Science** Thomas O'Brien, 2011 The third of Thomas O'Brien's books designed for 50 Co12 grade  
 science teachers Even More Brain Powered Science uses questions and inquiry oriented discrepant events or experiments or  
 demonstrations in which the outcomes are not what students expect or to dispute misconceptions and challenge students to  
 think about discuss and examine the real outcomes of the experiments O'Brien has developed interactive  
 activities many of which use inexpensive materials or to engage the natural curiosity of both teachers and students and  
 create new levels of scientific understanding      *Overcoming Students' Misconceptions in Science* Mageswary  
 Karpudewan, Ahmad Nurulazam Md Zain, A.L. Chandrasegaran, 2017-02-28 This book discusses the importance of identifying  
 and addressing misconceptions for the successful teaching and learning of science across all levels of science education from  
 elementary school to high school It suggests teaching approaches based on research data to address students common  
 misconceptions Detailed descriptions of how these instructional approaches can be incorporated into teaching and learning  
 science are also included The science education literature extensively documents the findings of studies about students  
 misconceptions or alternative conceptions about various science concepts Furthermore some of the studies involve  
 systematic approaches to not only creating but also implementing instructional programs to reduce the incidence of these  
 misconceptions among high school science students These studies however are largely unavailable to classroom practitioners  
 partly because they are usually found in various science education journals that teachers have no time to refer to or are not  
 readily available to them In response this book offers an essential and easily accessible guide      Conceptual metaphor and  
embodied cognition in science learning Tamer Amin, Fredrik Jeppsson, Jesper Haglund, 2018-10-03 Scientific concepts are  
 abstract human constructions invented to make sense of complex natural phenomena Scientists use specialised languages  
 diagrams and mathematical representations of various kinds to convey these abstract constructions This book uses the  
 perspectives of embodied cognition and conceptual metaphor to explore how learners make sense of these concepts That is it  
 is assumed that human cognition including scientific cognition is grounded in the body and in the material and social  
 contexts in which it is embedded Understanding abstract concepts is therefore grounded via metaphor in knowledge derived  
 from sensory and motor experiences arising from interaction with the physical world The volume consists of nine chapters  
 that examine a number of intertwined themes how systematic metaphorical mappings are implicit in scientific language  
 diagrams mathematical representations and the gestures used by scientists how scientific modelling relies fundamentally on  
 metaphor and can be seen as a form of narrative cognition how implicit metaphors can be the sources of learner

misconceptions how conceptual change and the acquisition of scientific expertise involve learning to coordinate the use of multiple implicit metaphors and how effective instruction can build on recognising the embodied nature of scientific cognition and the role of metaphor in scientific thought and learning The volume also includes three extended commentaries from leading researchers in the fields of cognitive linguistics the learning sciences and science education in which they reflect on theoretical methodological and pedagogical issues raised in the book This book was originally published as a special issue of the International Journal of Science Education *ACIDS AND BASES* NARAYAN CHANGDER,2024-05-16 If

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The Science Teacher ,2009 **Technology and Innovation in Learning, Teaching and Education** Arsénio Reis,João Barroso,J. Bernardino Lopes,Tassos Mikropoulos,Chih-Wen Fan,2021-04-10 This book constitutes the thoroughly refereed post conference proceedings of the Second International Conference on Technology and Innovation in Learning Teaching and Education TECH EDU 2020 held in Vila Real Portugal in December 2020 Due to the COVID 19 pandemic the conference was held in a fully virtual format The 27 revised full papers along with 15 short papers presented were carefully reviewed and selected from 79 submissions The papers are organized in topical sections on digital resources as epistemic tools to improve STEM learning digital technologies to foster critical thinking and monitor self and co regulation of e learning Covid 19 pandemic changes in educational ecosystem and remote teaching transforming teaching and learning through technology educational proposals using technology to foster learning competences **Emerging Technologies In Sustainable Innovation, Management and Development** R. Udaya Kumar,2025-10-13 ICETSIMD 2025 was conceived as a vital platform for academicians researchers and industry leaders Its primary purpose was to explore the transformative potential of emerging technologies in driving sustainable development To ensure the high quality originality and relevance of the contributions all submissions to the ICETSIMD 2025 conference underwent a rigorous double blind peer review process We received 300 manuscript submissions from which 100 were selected for inclusion in the conference proceedings Each

manuscript was evaluated by at least two independent experts based on criteria including scientific rigor methodological soundness clarity and contribution to the conference themes

**Teaching Secondary Chemistry 3rd Edition** The Association For Science Education, 2022-09-01 Enhance your teaching with expert advice and support for Key Stages 3 and 4 Chemistry from the Teaching Secondary series the trusted teacher's guide for NQTs non specialists and experienced teachers Written in association with ASE this updated edition provides best practice teaching strategies from academic experts and practising teachers Refresh your subject knowledge whatever your level of expertise Gain strategies for delivering the big ideas of science using suggested teaching sequences Engage students and develop their understanding with practical activities for each topic Enrich your lessons and extend knowledge beyond the curriculum with enhancement ideas Improve key skills with opportunities to introduce mathematics and scientific literacy highlighted throughout Support the use of technology with ideas for online tasks video suggestions and guidance on using cutting edge software Place science in context this book highlights where you can apply science theory to real life scenarios as well as how the content can be used to introduce different STEM careers Also available Teaching Secondary Biology Teaching Secondary Physics

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