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Research Question: How do students perceive the addition of global content to a chemistry classroom?

Abstract: With an increasing globalization in the sciences comes an increasing demand for international awareness. While diversifying the classroom can be beneficial in achieving this, it does not guarantee representation of every group or nation. This project proposes an exercise that can be practiced regardless of the student population within a classroom. In an organic chemistry laboratory at Liberty University, students were asked to expand their understanding of the global market of chemistry by finding an article written outside of the United States that implemented the same technique used in their laboratory experiment. The students' perceptions of the practice were recorded, grouped into categories and analyzed both qualitatively and quantitatively. The majority of the chemistry students saw the benefit of the assignment. A similar exercise can be applied to any experiment and helps students understand chemistry as an international field. Additional course assignments with a view towards increasing global awareness are also presented.