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### A vision statement for the education section

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## EDITORIAL COMMENT

### A vision statement for the education section

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Green chemistry provides an exciting opportunity to connect the chemistry curriculum with important scientific and technological developments in industry and academia. *Green Chemistry Letters and Reviews* aims to report the latest advances in green chemistry education, in order to facilitate the incorporation of green chemistry throughout the curriculum. *GCL&R* will publish articles in the areas of *Educational Materials* and *Perspectives on Implementation* in a format that enables readers to rapidly assess and effectively adopt new innovations in green chemistry education.

Green chemistry provides opportunities to modernize the curriculum and engage a broader spectrum of students in the study of chemistry. The strategies and tools of green chemistry are essential for students who will be key players in addressing the national need to discover and develop new and more sustainable chemical processes. Equally important is the responsibility to introduce these strategies and methods to an even larger group of students who will not become practicing chemists, but rather educators, policy makers, and concerned citizens who will be strategic partners as we address complex problems in our modern technological society.

In conclusion, as a principle-based approach, green chemistry provides educators with an unprecedented degree of flexibility for the innovative design of new educational materials that appeal to a broad audience.

Each article will be supported by an extensive collection of corroborating materials that guide successful incorporation of green chemistry into the curriculum. These materials will be required for all submissions, be available to both print and online subscribers, and have a standard format to streamline manuscript preparation and facilitate adoption.

Articles published in the *Educational Materials* section describe laboratory exercises, classroom activities, and demonstrations. In addition to the body of the article, each contribution will provide a summary describing the target audience, key chemical concepts/techniques, and how the work facilitates the incorporation of green chemistry. To assist educators when choosing the most suitable materials for their

courses and outreach activities, articles will discuss the pedagogy as well as provide valuable information regarding adoption and implementation strategies. Authors will document how these materials have been tested/evaluated and include the results of those evaluations to aid potential adopters in selecting effective materials. Examples of *Educational Materials* that are appropriate for the journal include:

*Laboratory materials.* Novel laboratory exercises as well as those that have been modified to illustrate the iterative or stepwise nature of greening a laboratory exercise. In addition, we invite thematically-grouped laboratory exercises that enhance the understanding of specific green chemistry principles.

*Classroom materials and demonstrations.* Activities appropriate for the classroom and laboratory that illustrates how green chemistry principles can be incorporated into the existing curriculum. In addition, we invite exercises that can be carried out at home or can be incorporated into outreach activities.

Articles published in *Perspectives on Implementation* describe experiences, examples and case studies that effectively illustrate how green chemistry can be incorporated into the curriculum, and provide a forum for evaluating student impact both in and beyond the classroom. Examples of *Perspectives on Implementation* that are appropriate include:

*Case studies.* Studies that describe individual or broad scale efforts to infuse green chemistry throughout an entire course or multi-year curriculum. This section will also include interdisciplinary curriculum development, where the practice of green chemistry is incorporated within a broader educational context (e.g., ethics, policy, business, and sustainability, journalism, writing, sociology).

*Impact assessment.* Studies that provide concrete evidence and conclusions regarding techniques that improve the effectiveness or assess the impact of incorporating green chemistry into the curriculum.