InChI Open Education Resource

The InChI Open Education Resource (OER) (https://www.inchi-trust.org/oer/) is designed to provide educators and other interested parties with resources, training material, and information related to InChI. Currently, the OER contains over 100 materials collected from various sources and provides users with search, filtering, and sorting functionalities to locate specific records. New relevant materials can be suggested by anyone, allowing the scientific community to share and find InChI-related resources.

A (open access) paper published online 3 Jan 2024 in Chemistry Teacher International (https://doi.org/10.1515/cti-2023-0009) describes the InChI Open Education Resource (OER).

The paper shows how to use the InChI OER tag taxonomy to filter content, and demonstrates two resources within the InChI OER; the ChemNames2LCSS Google Sheet and the InChILayersExplorer, an Excel spreadsheet that breaks an InChI into its layers. While the InChI OER is of value to a broader chemistry community, this paper seeks to reach out to chemical educators and provide them with an understanding of InChI and its role in the practice of science.

For more information and comment, contact Task Group Chair Robert E. Belford <rebelford@ualr.edu> | https://iupac.org/project/2018-012-3-024

The Gender Gap in Chemistry—Building on the ISC Gender Gap Project

“Gender Gap in Chemistry, Still?!”, one outcome of IUPAC project 2020-016-3-020 is published in the Journal of Chemical Education and co-authored by Hsiu-Yi Chao, John J. H. Lin, Mark Cesa, and Mei-Hung Chiu; https://doi.org/10.1021/acs.jchemed.2c00650 (7 Feb 2024)

The purpose of this study is to investigate differences between women and men in chemistry, as reflected in their responses to a global gender gap survey. The survey was conducted in 2018; responses from 1343 valid participants across the globe were collected and analyzed. The main results show that first, women were more likely to list their parents and themselves as important influences in their university studies than men. This result was consistent regardless of the Human Development Index (HDI, an index developed by the United Nations assessing the development of a country) and employment sectors. Also, men students reported more positive relationships and support from their advisors or supervisors than women. More women than men indicated that they had personally encountered sexual harassment at school or work. Also, in general, more men than women indicated that they had never experienced discrimination in the assessment or evaluation of their achievement across different HDI regions and in different employment sectors. Men