Publisher's note

<https://doi.org/10.1515/cti-2021-2006>

The publisher regrets that the special issue article <https://doi.org/10.1515/cti-2020-0009> was mistakenly published in Chemistry Teacher International volume 3, issue 1 (2021). The article was removed from the issue and it was replaced by <https://doi.org/10.1515/cti-2019-0009>. Due to this the following articles were re-numbered:

Valeria C. Edelsztejn and Lydia Galagovsky

Chemistry revisited: a teacher training workshop on nutrition

<https://doi.org/10.1515/cti-2020-0007>

now pp. 81–94 [before: 77–90]

Umit B. Demirci and Laurent Bernaud

Inorganic chemistry laboratory experiment on an energetic nickel (II) coordination compound, aimed at third-year undergraduate students

<https://doi.org/10.1515/cti-2020-0029>

now pp. 95–101 [before: 91–97]

Jolanda Hermanns

Scaffolding for chemistry students – which tools are assessed as being more helpful: stepped supporting tools or task navigators?

<https://doi.org/10.1515/cti-2020-0019>

now pp. 103–112 [before: 99–108]

We apologize for any inconvenience caused.

With kind regards,

De Gruyter Publishers.