

Review of: "Integrating Virtual Tools Into the Face-To-Face Teaching of Undergraduate Analytical Chemistry"

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Potential competing interests: No potential competing interests to declare.

It is a very interesting evaluation of the hybrid educational strategy, comparing the preferences of the students regarding presencial and asynchronous/synchronous remote classes. Concerning theoretical lessons, despite both presenting advantages and problems, it seems that the presencial or synchronous modality is still preferred, once it allows student/instructor interaction, with doubts and discussions on the contents. For laboratory training, the presencial work of the students allows training in a real work environment. However, instructional asynchronous material seems to be important as supporting teaching material, and virtual laboratory training can lead to economy of reactants, less generation of residues, and preparation in hazardous experiments or expensive instruments, for instance.