





R-Quiz: Raman Quiz



Sebastian Schlücker

University Duisburg-Essen (UDE) Department of Chemistry Essen, Germany

www.uni-due.de/schluecker-lab



Quiz: Five Advantages (ARS = Audience Response System)

- Activation of Students (game, competition, explicit answer)
- Anonymity ("Unfortunately, nobody will know how smart I am")
- Feedback on State of Knowledge (Students & Lecturer)
- Internal Comparison with Peer Group (Students)
- Reflection on Learning Objectives and Focus (Lecturer)

Which Categories of Questions? (STEM Perspective)

- 1. Definitions (Technical Terms, Physicochemical Quantities)
- 2. Qualitative Understanding (Concepts)
- 3. Quantitative Understanding (Equations/Proportionalities)
- 4. Estimations (Mental Arithmetics)

Quiz Participation: Internet Connection Required (WiFi or mobile data)

Open Your Web Browser and go to the Website VOte.ac ! It looks like this:



Your ID field should then look like this:



Getting Started: Test Run

Answer D is correct, while answers A, B and C are wrong.

Which answer is correct? Choose A, B, C or D AFTER the voting started!

- A. Answer A is correct
- B. Answer B is correct
- C. Answer C is correct

D. Answer D is correct



Please wait for instructions before voting !

Umfrage zurücksetzen

ID = Schluecker 33 Teilnehmer

$I_{\rho\sigma}^{if} = c_2 \omega^4 N I_0 \left| \alpha_{\rho\sigma} \right|^2$

Please wait until voting has been started !

You change the laser excitation wavelength from 1064 nm (Nd: YAG fundamental) to 532 nm (frequency-doubled). The laser power is the same in both cases and the spectrometer/CCD system has the same sensitivity at 532 and 1064 nm. We also neglect the role of molecular electronic resonances (i.e. conventional Raman scattering, not resonance Raman scattering)

By which factor does the Raman intensity change?

- A) 4-fold increase
- **B) 16-fold increase**
- C) **4-fold decrease**
- D) 16-fold decrease



Umfrage zurücksetzen

ID = Schluecker 33 Teilnehmer

$$\mu = \alpha_0 E_0 \cos \omega_0 t + \frac{1}{2} \left(\frac{\partial \alpha}{\partial q} \right)_0 q_0 E_0 \cos \left(\omega_0 - \omega_R \right) t + \frac{1}{2} \left(\frac{\partial \alpha}{\partial q} \right)_0 q_0 E_0 \cos \left(\omega_0 + \omega_R \right) t$$

Which requirement applies to vibrational Raman scattering?

- (1) Molecule must have permanent dipole moment
- (2) Change of electric dipole moment when passing through the equilibrium position
- (3) Change of polarizability when passing through the equilibrium position
- (4) Molecule must be polarizable









$$\mu = \alpha_0 E_0 \cos \omega_0 t + \frac{1}{2} \left(\frac{\partial \alpha}{\partial q} \right)_0 q_0 E_0 \cos \left(\omega_0 - \omega_R \right) t + \frac{1}{2} \left(\frac{\partial \alpha}{\partial q} \right)_0 q_0 E_0 \cos \left(\omega_0 + \omega_R \right) t$$

Which normal modes of CO₂ are Raman-active?



Classical Description of the Raman Effect

)

Incident electric field:

$$E = E_0 \cdot \cos \omega_0 t$$
(1)
Induced dipole moment:

$$\mu = \alpha E$$
(2)
(1) in (2):

$$\mu = \alpha E_0 \cos \omega_0 t$$
(3)
Oscillating molecule:

$$q = q_0 \cdot \cos \omega_R t$$
(4)
Expansic

$$\alpha = \alpha(q) = \alpha_0 + \left(\frac{\partial \alpha}{\partial q}\right)_0 q + \dots$$
(5)

Classical Description of the Raman Effect

(5) in (3):
$$\mu = \left[\alpha_0 + \left(\frac{\partial \alpha}{\partial q}\right)_0 q_0 \cos \underline{\omega_R} t\right] E_0 \cdot \cos \underline{\omega_0} t$$
(6)

Applying trigonometric formula

$$\mu = \alpha_0 E_0 \cos \underline{\omega_0 t} + \frac{1}{2} \left(\frac{\partial \alpha}{\partial q} \right)_0 q_0 E_0 \cos \left(\underline{\omega_0 - \omega_R} \right) t$$
Rayleigh scattering Stokes Raman scattering
$$+ \frac{1}{2} \left(\frac{\partial \alpha}{\partial q} \right)_0 q_0 E_0 \cos \left(\underline{\omega_0 + \omega_R} \right) t$$
(7)
Anti-Stokes Raman scattering

Classical Description of Raman Scattering

Modulation of the incident electric field by vibrating molecule



Resonance Raman scattering (RRS): Which laser excitation wavelengths for selectively exciting i) Aml/II/III ii) Heme iii) Tyr/Trp ?



Aml/II/III Heme Tyr/Trp						
	i)	ii)	iii)			
A)	266	633	325			
B)	197	419	229			
C)	229	419	197			
D)	419	785	532			



Umfrage zurücksetzen

ID = Schluecker 36 Teilnehmer

Resonance Raman Scattering of Hemoglobin (Hb)



Figure 7 (a) Absorption spectrum and structure of HbCO; (b) Raman spectra of HbCO obtained with 197, 229, and 419 nm laser excitation, respectively. Adapted from Balakrishnan G, Weeks CL, Ibrahim M, Soldatova AV, and Spiro TG (2008) Protein dynamics from time resolved UV Raman spectroscopy. *Current Opinion in Structural Biology* 18: 623, with permission from Elsevier.

Schlücker S and Srivastava SK. Resonance Raman Applications. In: John Lindon, George Tranter and David Koppenaal, editors. Encyclopedia of Spectroscopy and Spectrometry, 2nd edition, Vol 3. Oxford: Elsevier; 2010. pp. 2426–2434.

Raman vs. Resonance Raman Scattering

Kramers-Heisenberg-Dirac (KHD) Dispersion Relation



Schlücker S and Srivastava SK. Resonance Raman Applications. In: John Lindon, George Tranter and David Koppenaal, editors. Encyclopedia of Spectroscopy and Spectrometry, 2nd edition, Vol 3. Oxford: Elsevier; 2010. pp. 2426–2434.

Surface-Enhanced Raman Scattering (SERS): The local enhancement of the electric field induced by the LSPR-supporting nanostructure is 50. How large is approximately the associated enhancement of the Raman signal?







Umfrage zurücksetzen

ID = Schluecker 34 Teilnehmer

Raman vs. Surface-Enhanced Raman Scattering



Coherent Anti-Stokes Raman Scattering (CARS):

i) Frequencies of pump and Stokes laser for Raman-resonant signal:

- (1) Sum vs. (2) Difference frequency
- ii) Order of nonlinearity:

(1) $\chi^{(2)}$ /three-wave mixing vs. (2) $\chi^{(3)}$ /four-wave mixing

iii) (1) Non-Raman-resonant background vs.

(2) background-free technique

iv) Concentration dependence: (1) linear vs. (2) quadratic



	i)	ii)	iii)	iv)
A)	(1)	(1)	(1)	(1)
B)	(1)	(2)	(2)	(1)
C)	(2)	(2)	(1)	(2)
D)	(2)	(1)	(2)	(2)

Umfrage zurücksetzen

ID = Schluecker 35 Teilnehmer



Slides for Download after ICORS here:



MINT LERNEN!

