

POGIL: Process-Oriented Guided Inquiry Learning

Evidence of Evolution & Selection

LEARNING OBJECTIVE:

Analyze & interpret 3 scientific models on Evidence of Evolution and Selection in a POGIL lab collaborative Group activity.

ESSENTIAL QUESTION:

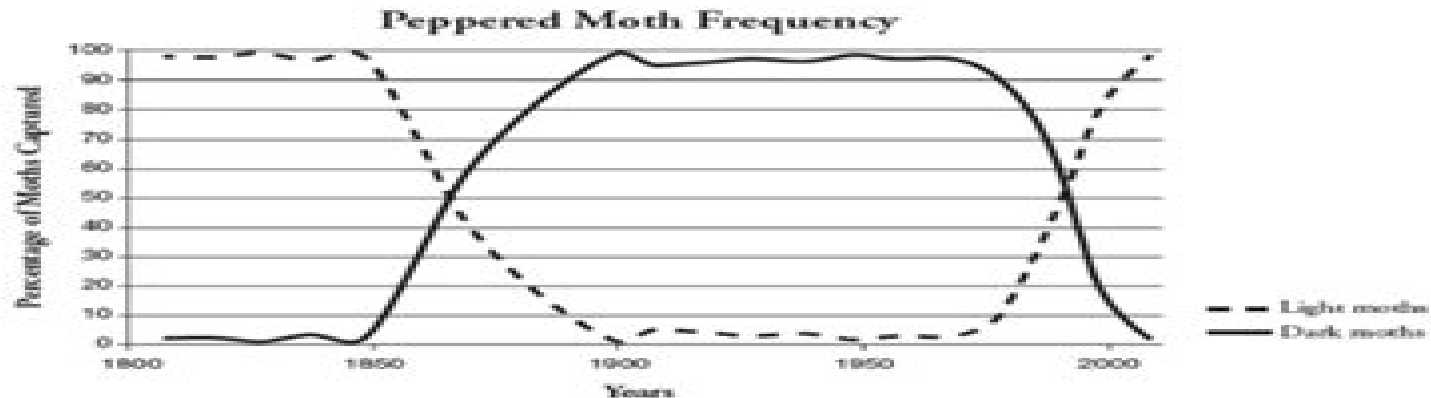
How are selection, DNA, comparative anatomy, and cladograms used to show evidence of evolution?

Model: Color Variations in Moths in Great Britain

Read This!

Populations of most living organisms exhibit genetic diversity among individuals. Certain traits in the population give some organisms a greater chance of survival than individuals that lack these traits. Because these traits tend to increase the chance of survival, these individuals may produce more offspring that will also have the trait that favors survival. Over time, the number of individuals within the population possessing the favorable trait increases while the number of offspring with the unfavorable trait decreases.

Model 2 – Color Variations in Moths in Great Britain



Refer to the graph of Peppered Moth Frequency in Model 2. Which moth color was more prevalent (Common) before 1850?

The most common moth before 1850 was the light moths.

Pogil Evolution And Selection Teacher

John A. Endler



Pogil Evolution And Selection Teacher:

Cooperative Learning in Higher Education Barbara Millis, 2023-07-03 Research has identified cooperative learning as one of the ten High Impact Practices that improve student learning. If you've been interested in cooperative learning but wondered how it would work in your discipline, this book provides the necessary theory and a wide range of concrete examples. Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college and graduate courses in history and the sciences and how it works in small and large classes as well as in hybrid and online environments. The authors describe the application of cooperative learning in biology, economics, educational psychology, financial accounting, general chemistry, and literature at remedial, introductory, and graduate levels. The chapters showcase cooperative learning in action at the same time introducing the reader to major principles such as individual accountability, positive interdependence, heterogeneous teams, group processing, and social or leadership skills. The authors build upon and cross-reference each other's chapters describing particular methods and activities in detail. They explain how and why they may differ about specific practices while exemplifying reflective approaches to teaching that never fail to address important assessment issues.

Creative Teaching in Primary Science

Roger Cutting, Orla Kelly, 2014-10-20 Creative teaching has the potential to inspire deep learning using inventive activities and stimulating contexts that can capture the imagination of children. This book enables you to adopt a creative approach to the methods and content of your primary science teaching practice and confidently develop as a science educator. Key aspects of science teaching are discussed, including planning for teaching and learning, assessing primary science, cross-curricular approaches, the intelligent application of technology, sustainability education, outdoor learning. Coverage is supported by illustrative examples encouraging you to look at your own teaching practice, your local community and environment, your own interests and those of your children to deepen your understanding of what constitutes good science teaching in primary schools. This is essential reading for students on primary initial teacher education courses on both university-based BED/BA with QTS/PGCE and schools-based School Direct/SCITT routes into teaching. Dr Roger Cutting is an Associate Professor in Education at the Institute of Education at Plymouth University. Orla Kelly is a Lecturer in Social, Environmental, and Scientific Education in the Church of Ireland College of Education.

Evolution Education Re-considered

Ute Harms, Michael J. Reiss, 2019-07-16 This collection presents research-based interventions using existing knowledge to produce new pedagogies to teach evolution to learners more successfully, whether in schools or elsewhere. Success here is measured as cognitive gains, as acceptance of evolution, or an increased desire to continue to learn about it. Aside from introductory and concluding chapters by the editors, each chapter consists of a research-based intervention intended to enable evolution to be taught successfully. All these interventions have been researched and evaluated by the chapter authors, and the findings are presented along with discussions of the implications. The result is an important compendium of

studies from around the world conducted both inside and outside of school The volume is unique and provides an essential reference point and platform for future work for the foreseeable future *Evolution by Natural Selection*, 2006

Teaching About Evolution and the Nature of Science National Academy of Sciences, Division of Behavioral and Social Sciences and Education, Board on Science Education, Working Group on Teaching Evolution, 1998-04-06 Today many school students are shielded from one of the most important concepts in modern science evolution In engaging and conversational style *Teaching About Evolution and the Nature of Science* provides a well structured framework for understanding and teaching evolution Written for teachers parents and community officials as well as scientists and educators this book describes how evolution reveals both the great diversity and similarity among the Earth's organisms it explores how scientists approach the question of evolution and it illustrates the nature of science as a way of knowing about the natural world In addition the book provides answers to frequently asked questions to help readers understand many of the issues and misconceptions about evolution The book includes sample activities for teaching about evolution and the nature of science For example the book includes activities that investigate fossil footprints and population growth that teachers of science can use to introduce principles of evolution Background information materials and step by step presentations are provided for each activity In addition this volume Presents the evidence for evolution including how evolution can be observed today Explains the nature of science through a variety of examples Describes how science differs from other human endeavors and why evolution is one of the best avenues for helping students understand this distinction Answers frequently asked questions about evolution *Teaching About Evolution and the Nature of Science* builds on the 1996 National Science Education Standards released by the National Research Council and offers detailed guidance on how to evaluate and choose instructional materials that support the standards Comprehensive and practical this book brings one of today's educational challenges into focus in a balanced and reasoned discussion It will be of special interest to teachers of science school administrators and interested members of the community **Crossing Over** Edith Dempster, 2006 This workbook was developed to support Crossing Over a pilot research programme for training teachers in contemporary science education a project of the Human Sciences Research Council and the Africa Genome Initiative The project aimed to equip educators with the necessary skills and knowledge to deal with changes in the Natural Sciences and Life Sciences curricula The workbook provides key content necessary for teaching concepts recently introduced in these curricula comparative functioning relationships and the development of change or evolution This is an interactive well illustrated workbook that helps teachers to build their own understanding of genes the mechanisms of inheritance and selection the basic principles of evolution It is divided into two parts with the first intended to supplement the work of General Education and Training GET teachers and the second providing support for Further Education and Training FET teachers **Evolution by Natural Selection** Beth A. Bishop, 1986 *Pick Me! Natural Selection, Evolution, Extinction and Genetic Variation Explained | Grade 6-8 Life Science*

Baby Professor, 2024-04-15 Dive into the captivating journey of natural selection and evolution with this insightful book for Grade 6-8 students. It unveils the complex interactions between organisms and their environments, illustrating how traits evolve for survival. From Darwin's finches to the mechanisms driving genetic variation and the stark realities of extinction, it comprehensively explores evolutionary biology. Engage your students with real-world examples of adaptation and the critical role of genetic diversity in species survival. A must-read for educators aiming to illuminate the wonders of evolution and natural selection in the classroom.

Selection for Survival : Teacher's Guide H. Murray (Harold Murray) Lang, Edwin G. Palfrey, Ed. L. R. Van Nieuwenhove, 1978

Evolution by natural selection, 1973

Examining Beginning Biology Teachers' Knowledge, Beliefs, and Practice for Teaching Natural Selection Aaron J. Sickel, 2012

The teacher is the most important school-based factor in student learning. Thus, in order to improve student learning, we must examine how teachers learn to teach. My overarching research agenda centers upon K-16 science teacher learning and development. Within this agenda, I conduct studies focused on two strands of research: 1. How teachers learn to teach science using constructivist and inquiry-oriented teaching strategies, and 2. How teachers learn to teach biological evolution. This dissertation merges the two strands together and consists of four related manuscripts that address how beginning biology teachers learn to teach natural selection using constructivist and inquiry-oriented teaching strategies. In the first manuscript, I reviewed the evolution education literature focused on K-12 teachers' knowledge, beliefs, and practice for teaching evolution. Based upon findings across the studies, I articulated five goals for preparing teachers to teach evolution. The second and third manuscripts are longitudinal empirical studies focused on three beginning biology teachers learning to teach natural selection using the 5E instructional model and interactive classroom simulations. The fourth manuscript is a practitioner article that explains how to teach natural selection simulations using a constructivist analogy-based teaching strategy. Findings that cut across the four manuscripts are organized into the following themes: The participants developed some common types of knowledge for teaching natural selection yet also developed in unique ways. All participants developed knowledge of the horizontal curriculum. Yet participants also developed different types of knowledge. For example, participants who had taken an evolution course developed more integrated pedagogical content knowledge for teaching the core concepts of natural selection. The participant who integrated discipline-level knowledge for teaching science through inquiry with topic-level knowledge for teaching natural selection had taken an undergraduate evolution course and possessed a student-centered orientation, demonstrating the importance of both subject-matter preparation and orientations for teaching science in reform-based ways. Differences I observed among the participants highlight the need for more in-depth case studies in addition to large-scale studies to understand beginning science teacher development. Beliefs about science teaching and learning shaped the participants' knowledge and practice for teaching natural selection. Participants who possessed student-centered science teaching orientations developed more integrated pedagogical content knowledge for teaching natural selection. However, one

participant with a student centered orientation possessed beliefs in which it was the students role to discover natural selection with little intervention from the teacher This finding supports the need to help teachers develop constructivist orientations to facilitate students conceptual understandings of science in addition to engaging in inquiry processes Learning to teach evolution requires a complex amalgam of knowledge beliefs and practice The literature highlights the types of knowledge and beliefs that teachers must develop to be willing to teach evolution including content knowledge understandings of the nature of science and knowledge of teaching controversial topics In addition teachers need to develop pedagogical content knowledge for teaching evolution in ways that support students conceptual understanding of evolution Based upon my review of the literature secondary science majors should be required to take a course designed for teaching evolution with the following goals 1 Develop content knowledge of evolution 2 Accept evolution as scientifically valid 3 Develop understandings of the nature of science related to evolution 4 Develop strategies for handling the public controversy and 5 Develop pedagogical content knowledge for teaching evolution This collection of work has implications for using the construct of pedagogical content knowledge to understand teacher learning improving teacher preparation and policy efforts regarding teacher quality

Selection Graham Bell, 2008-12-18 This book adopts an experimental approach to understanding the mechanisms of evolution and the nature of evolutionary processes with examples drawn from microbial plant and animal systems It incorporates insights from remarkable recent advances in theoretical modelling and the fields of molecular genetics and environmental genomics Adaptation is caused by selection continually winnowing the genetic variation created by mutation In the last decade our knowledge of how selection operates on populations in the field and in the laboratory has increased enormously and the principal aim of this book is to provide an up to date account of selection as the principal agent of evolution In the classical Fisherian model weak selection acting on many genes of small effect over long periods of time is responsible for driving slow and gradual change However it is now clear that adaptation in laboratory populations often involves strong selection acting on a few genes of large effect while in the wild selection is often strong and highly variable in space and time Indeed these results are changing our perception of how evolutionary change takes place This book summarizes our current understanding of the causes and consequences of selection with an emphasis on quantitative and experimental studies It includes the latest research into experimental evolution natural selection in the wild artificial selection selfish genetic elements selection in social contexts sexual selection and speciation

Adaptation and Natural Selection George Christopher Williams, 2018-10-30 Biological evolution is a fact but the many conflicting theories of evolution remain controversial even today When Adaptation and Natural Selection was first published in 1966 it struck a powerful blow against those who argued for the concept of group selection the idea that evolution acts to select entire species rather than individuals Williams s famous work in favor of simple Darwinism over group selection has become a classic of science literature valued for its thorough and convincing argument and its relevance to many fields outside of

biology Now with a new foreword by Richard Dawkins *Adaptation and Natural Selection* is an essential text for understanding the nature of scientific debate Pick Me! Natural Selection, Evolution, Extinction and Genetic Variation Explained Grade 6-8 Life Science Baby Professor, 2024-01-04 Dive into the captivating journey of natural selection and evolution with this insightful book for Grade 6 8 students It unveils the complex interactions between organisms and their environments illustrating how traits evolve for survival From Darwin s finches to the mechanisms driving genetic variation and the stark realities of extinction it comprehensively explores evolutionary biology Engage your students with real world examples of adaptation and the critical role of genetic diversity in species survival a must read for educators aiming to illuminate the wonders of evolution and natural selection in the classroom *Evolution and Natural Selection* David Christopher Lane, Dr August Weismann, 2018-03-18 August Weismann is regarded by many biologists including Ernst Mayr from Harvard University to be second only to Charles Darwin for progressing our understanding of evolution by natural selection In this book excerpted from the larger commemorative tome *Darwin and Modern Science* edited by A C Seward and others Weismann tackles many of the difficult questions confronting natural selection In the process Weismann offers a penetrating critique of Lamarck and provides the reader with rich and robust understanding of evolutionary theory This volume has been selected and slightly edited by Professor David Christopher Lane Ph D **Natural Selection and Social Theory** Robert Trivers, 2002-09-05 Robert Trivers is a pioneering figure in the field of sociobiology For *Natural Selection and Social Theory* he has selected eleven of his most influential papers including several classic papers from the early 1970s on the evolution of reciprocal altruism parent offspring conflicts and asymmetry in sexual selection which helped to establish the centrality of sociobiology as well as some of his later work on deceit in signalling sex antagonistic genes and imprinting Trivers introduces each paper setting them in their contemporary context and critically evaluating them in the light of subsequent work and further developments The result is a unique portrait of the intellectual development of sociobiology with valuable insights for evolutionary biology anthropology and psychology *NSTA Tool Kit for Teaching Evolution* Judy Elgin Jensen, 2008 This pulls together historical facts scientific data legal precedent and other invaluable information Biology and life science teachers will appreciate this resource for its ability to help cover a relevant issue with depth and pedagogical support Contributions to the Theory of Natural Selection Alfred Russel Wallace, 1875 Evolution Challenges Karl S. Rosengren, Sarah K. Brem, E. Margaret Evans, Gale M. Sinatra, 2012-04-23 A recent poll revealed that one in four Americans believe in both creationism and evolution while another 41% believe that creationism is true and evolution is false A minority only 13% believe only in evolution Given the widespread resistance to the idea that humans and other animals have evolved and given the attention to the ongoing debate of what should be taught in public schools issues related to the teaching and learning of evolution are quite timely *Evolution Challenges Integrating Research and Practice in Teaching and Learning about Evolution* goes beyond the science versus religion dispute to ask why evolution is so often rejected as a legitimate

scientific fact focusing on a wide range of cognitive socio cultural and motivational factors that make concepts such as evolution difficult to grasp The volume brings together researchers with diverse backgrounds in cognitive development and education to examine children s and adults thinking learning and motivation and how aspects of representational and symbolic knowledge influence learning about evolution The book is organized around three main challenges inherent in teaching and learning evolutionary concepts folk theories and conceptual biases motivational and epistemological biases and educational aspects in both formal and informal settings Commentaries across the three main themes tie the book together thematically and contributors provide ideas for future research and methods for improving the manner in which evolutionary concepts are conveyed in the classroom and in informal learning experiences Evolution Challenges is a unique text that extends far beyond the traditional evolution debate and is an invaluable resource to researchers in cognitive development science education and the philosophy of science science teachers and exhibit and curriculum developers

Natural Selection in the Wild John A. Endler, 1986-04-21 Natural selection is an immense and important subject yet there have been few attempts to summarize its effects on natural populations and fewer still which discuss the problems of working with natural selection in the wild These are the purposes of John Endler s book In it he discusses the methods and problems involved in the demonstration and measurement of natural selection presents the critical evidence for its existence and places it in an evolutionary perspective Professor Endler finds that there are a remarkable number of direct demonstrations of selection in a wide variety of animals and plants The distribution of observed magnitudes of selection in natural populations is surprisingly broad and it overlaps extensively the range of values found in artificial selection He argues that the common assumption that selection is usually weak in natural populations is no longer tenable but that natural selection is only one component of the process of evolution natural selection can explain the change of frequencies of variants but not their origins

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