

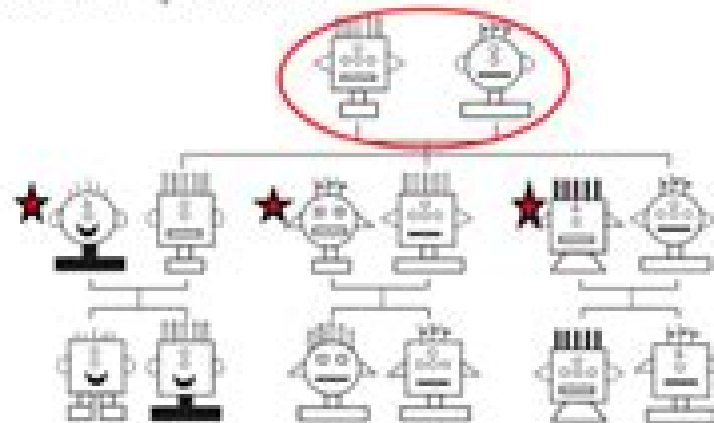
Evidence for Evolution

How are DNA and comparative anatomy used to show relationships?

Why?

"You look just like your mother!" "He has his father's eyes." These comments that refer to the similarities between parents and their children are heard often in conversation. These similar traits are due to the genetic material that children inherit from their parents. As humans we are sometimes fortunate enough to have those or four generations living in a house at one time, and we can see the similarities from generation to generation. But how much do you look like your ancestors from 100 generations ago, 1000 generations ago or more? How much of your DNA did you inherit from those ancestors? What traits do you share with them?

Model 1 - Family Characteristics



1. Model 1 is a family tree. Circle the original parents of the family.
2. How would you describe the organisms in the second row of Model 1 that are connected to the parents by a line?

They are the offspring of these two people

3. Identify the three members of the family that "married in" by placing a star next to their figures in Model 1.
4. How are the organisms in the third line related to the organisms in the first line?

They are the grandchildren of these two people

Pogil Evidence For Evolution

Sue Middleton, Mary Ellen Hannibal

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the authors' names.

Pogil Evidence For Evolution:

POGIL Shawn R. Simonson, 2023-07-03 Process Oriented Guided Inquiry Learning POGIL is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines Beyond facilitating students mastery of a discipline it promotes vital educational outcomes such as communication skills and critical thinking Its active international community of practitioners provides accessible educational development and support for anyone developing related courses Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry The POGIL Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success develop curricular materials to assist this process conduct research expanding what is known about learning and teaching and provide professional development and collegiality from elementary teachers to college professors As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels This is an introduction to the process and the community Every POGIL classroom is different and is a reflection of the uniqueness of the particular context the institution department physical space student body and instructor but follows a common structure in which students work cooperatively in self managed small groups of three or four The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves based entirely on data provided in class not on prior reading of the textbook or other introduction to the topic The learning environment is structured to support the development of process skills such as teamwork effective communication information processing problem solving and critical thinking The instructor s role is to facilitate the development of student concepts and process skills not to simply deliver content to the students The first part of this book introduces the theoretical and philosophical foundations of POGIL pedagogy and summarizes the literature demonstrating its efficacy The second part of the book focusses on implementing POGIL covering the formation and effective management of student teams offering guidance on the selection and writing of POGIL activities as well as on facilitation teaching large classes and assessment The book concludes with examples of implementation in STEM and non STEM disciplines as well as guidance on how to get started Appendices provide additional resources and information about The POGIL Project

ECEL 2019 18th European Conference on e-Learning Rikke Ørngreen, Bente Meyer, Mie Buhl, 2019-11-07

Trends in Teaching Experimentation in the Life Sciences Nancy J. Pelaez, Stephanie M. Gardner, Trevor R. Anderson, 2022-05-11 This book is a guide for educators on how to develop and evaluate evidence based strategies for teaching biological experimentation to thereby improve existing and develop new curricula It unveils the flawed assumptions made at the classroom department and institutional level about what students are learning and what help they might need to develop competence in biological experimentation Specific case studies illustrate a comprehensive list of key scientific

competencies that unpack what it means to be a competent experimental life scientist. It includes explicit evidence-based guidelines for educators regarding the teaching, learning, and assessment of biological research competencies. The book also provides practical teacher guides and exemplars of assignments and assessments. It contains a complete analysis of the variety of tools developed thus far to assess learning in this domain. This book contributes to the growth of public understanding of biological issues, including scientific literacy and the crucial importance of evidence-based decision making around public policy. It will be beneficial to life science instructors, biology education researchers, and science administrators who aim to improve teaching in life science departments. Chapters 6, 12, 14, and 22 are available open access under a Creative Commons Attribution 4.0 International License via link.springer.com. *Faculty Development on a Shoestring* Diane D. Chapman, Michelle E. Bartlett, 2024-03-01. Faculty development is essential for promoting excellence in teaching and research, supporting institutional goals, and creating a culture of continuous learning that benefits both faculty members and students. However, educational institutions do not always allocate adequate resources towards supporting their faculty's professional development, especially from the institutional level. Underfunding this support can lead to the inability to attend conferences to keep up with the latest research and pedagogical practices in their fields, the inability to conduct meaningful research, and lack of access to modern technologies. This in turn can limit faculty growth and harm student learning outcomes. Ultimately, faculty who do not feel supported by their institutions can become disengaged or leave. This book attempts to address the needs of faculty from institutions where there may not be adequate resources to support robust faculty development activities. The chapters are written by faculty development experts in the US and Europe who understand the disparities between institutions and want to share programs that can be implemented for little or no cost. Each chapter provides objective content, implementation, and evaluation details that can be used to replicate the program at other institutions. The hope is to begin to level the playing field in faculty development through sharing successful, low-resource programs with proven outcomes. **Evidence of Evolution** Sue Middleton, Mary Ellen Hannibal, 2009.

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