

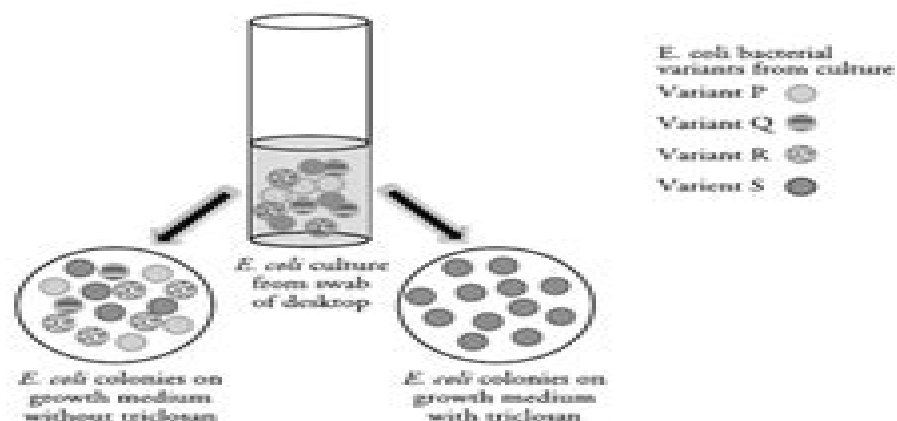
Evolution and Selection

What mechanisms lead to changes in the diversity of species on Earth?

Why?

People make choices by selecting options they like best. The natural world also “selects” (although not as a conscious decision) when environmental conditions allow organisms with a particular genetic trait to live healthier lives than other organisms. In this activity, we will explore how selection affects populations over time.

Model 1 – Desktop Swab Results



1. What is the source of the bacteria in the culture tube in Model 1?
2. How many genetic variants of *E. coli* were present in the culture from the initial swab?
3. What variants of *E. coli* are found on the dish grown without triclosan?
4. Refer to the dish in Model 1 with the medium that included triclosan.
 - a. What variants of *E. coli* are found on the dish grown with triclosan?
 - b. What likely happened to the other variants of *E. coli* on the dish with the medium containing triclosan?
5. Based on its effect on *E. coli*, why is triclosan used as a cleaning agent?
6. Suppose the desktop swabbed earlier was cleaned with a solution containing triclosan. Would living *E. coli* remain? Support your answer.
7. Suppose the desktop was swabbed again after cleaning it with triclosan over a 9-month school year. When the sample was cultured only variant S was seen.
 - a. What characteristic does the variant S bacteria have that allows it to remain on the desktop even after several months of treatment with triclosan?
 - b. Is it likely that the bacteria in the new swab were on the desk 9-months ago, or are they offspring of the original bacteria?
 - c. Propose an explanation for the presence of only variant S on the desktop after so much time.

Pogil Evolution And Selection Teacher

Terry C. Jones



Pogil Evolution And Selection Teacher:

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

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 others 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 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 chapters 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 Beth A. Bishop, 1986

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.

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

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

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

Evolution in Perspective Rodger W. Bybee,2004 This collection comes from and is developed for educators who deal with the controversy over evolution every day From a practical standpoint the book can help address the subject in the classroom and from a substantive standpoint it provides a remarkable overview of the state of teaching evolution in America

Contributions to the Theory of Natural Selection Alfred Russel Wallace,1871 Wallace noticed on expeditions to the Amazon and the Malay archipelego that mammals in Southeast Asia are more advanced than their Australian cousins His suggestion was that the two continents had split before the better adapted mammals had evolved in Asia The isolated Australian marsupials were able to thrive whilst those in Asia were driven to extinction by competition from more advanced mammals This led to his theory of natural selection which he presented to the Linnean Society in 1858 with Charles Darwin This volume reprints those papers presented to the Linnean Society

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

Thinking Evolutionarily National Research Council,Division on Earth and Life Studies,Board on Life Sciences,Planning Committee on Thinking Evolutionarily: Making Biology Education Make Sense,2012-05-31 Evolution is the central unifying theme of biology Yet today more than a century and a half after Charles Darwin proposed the idea of evolution through natural selection the topic is often relegated to a handful of chapters in textbooks and a few class sessions in introductory biology courses if covered at all In recent years a movement has been gaining momentum that is aimed at radically changing this situation On October 25 26 2011 the Board on Life Sciences of the National Research Council and the National Academy of Sciences held a national convocation in Washington DC to explore the many issues associated with teaching evolution across the curriculum Thinking Evolutionarily Evolution Education Across the Life Sciences Summary of a Convocation summarizes the goals presentations and discussions of the convocation The goals were to articulate issues showcase resources that are currently available or under development and begin to develop a strategic plan for engaging all of the sectors represented at the convocation in future work to make evolution a central focus of all courses in the life sciences and especially into introductory biology courses at the college and high school levels though participants also discussed learning in earlier grades and life long learning Thinking Evolutionarily Evolution Education Across the Life Sciences Summary of a Convocation covers the broader issues associated with learning

about the nature processes and limits of science since understanding evolutionary science requires a more general appreciation of how science works This report explains the major themes that recurred throughout the convocation including the structure and content of curricula the processes of teaching and learning about evolution the tensions that can arise in the classroom and the target audiences for evolution education

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

Evolution for Young Minds Flemming Bermann, 2012-02 *Evolution for Young Minds* An Evolution and Natural Selection Guide for Children is a fun informative and fresh approach to the teaching of evolution Learn all about the amazing gene and how it controls the way humans plants and animals look and behave Discover how evolution and natural selection over millions of years have populated Earth with life both big and small Get to know Lamarck Darwin and Wallace three clever scientists from history who came upon a truly unique idea Carry out a natural selection experiment and learn why scientists smile a lot when they find a very old fossil This is a book that will delight and entertain while preparing kids for a lifetime of passion for the study of science Flemming Bermann grew up in Denmark and currently lives in Southampton UK where he is a development manager for a software house He was inspired to write *Evolution for Young Minds* by his wish to share knowledge with a young audience whom he hopes will be inspired to take an interest in the natural world around them Publisher's website <http://sbpra.com/flemmingberman>

Evolution by Natural Selection, 2006

Levels of Selection in Evolution Laurent Keller, 1999 Evolutionary biologists have recognised that natural selection operates for the good of lower level units the individual the cell even the gene rather than the good of the group In this volume 12 scientists discuss why this should be the case

Evolution Education Around the Globe Hasan Deniz, Lisa A. Borgerding, 2018-06-21 This edited book provides a global view on evolution education It describes the state of evolution education in different countries that are representative of geographical regions around the globe such as Eastern Europe Western Europe North Africa South Africa North America South America Middle East Far East South East Asia Australia and New Zealand Studies in evolution education literature can be divided into three main categories a understanding the interrelationships among cognitive affective epistemological and religious factors that are related to peoples views about evolution b designing implementing evaluating evolution education curriculum that reflects contemporary evolution understanding and c reducing antievolutionary attitudes This volume systematically summarizes the evolution education literature across these three

categories for each country or geographical region The individual chapters thus include common elements that facilitate a cross cultural meta analysis Written for a primarily academic audience this book provides a much needed common background for future evolution education research across the globe **Natural Selection** J. Phil Gibson,Terri R. Gibson,2009 In his groundbreaking book Natural Selection Charles Darwin explained his theory that evolution is driven by adaptation of species to their environmental surroundings From the tiniest microbe to the largest whale all organisms have changed over vast expanses of time due to the forces of natural selection This new title in the Science Foundations series provides an overview of the processes and causes that drive natural selection and the principles that explain how it operates using numerous diverse organisms as examples Natural Selection promotes a solid understanding of how organisms change over the course of generations and how current biodiversity came to be Teaching Evolution Concepts Using a Hands-on Approach Amanda Jane Whitfield,2008 Teaching Biological Evolution in Higher Education Brian J. Alters,2005 An important new book by the author of the bestselling text Defending Evolution A Guide to the Creation Evolution Controversy this title examines the controversial issues surrounding this central concept of life science and explores students common scientific misconceptions describes approaches for teaching topics and principles of evolution and offers strategies for handling the various problems some students have with the idea of evolution due to religious influences

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