

Student Bio's

2020 Ecological Society of America Annual Meeting

August 3rd - August 6th, 2020 / VIRTUAL

Aaron Durham

NORTH CAROLINA STATE UNIVERSITY

Major: Environmental Science

Academic Year: Senior

Short Biography: I am Aaron Durham and I am majoring in Environmental science with a minor in applied ecology and a focus on water quality. I love to spend time in the outdoors and look to be in that setting going into my professional career. I hope to be a water quality technician in the future and travel around gathering vital information to the safety and protection of natural water sources. I plan to do my part to save the resources the earth has provided so as to make better use of them and keep them around for further generations. I play videogames and spend time outdoors in my free time as well as read though not quite as much as I'd like. I love listening to music and spend probably too much money on headphones and speakers. I'm grateful for this opportunity and many others that have been provided to me through the Doris Duke Conservation Scholars Program and hope to spread some interesting information about Blue Crab habitats that you might not have known.

Presentation ID and Title: (84794) *Crabibat: Assessing the effective nursery habitat for juvenile blue crabs*

Ajisha Alwin – SEEDS Graduate Alumni Mentor

UNIVERSITY OF FLORIDA

Major: Microbiology

Academic Year: MS

Short Biography: Ajisha Alwin is a graduate student in Microbiology at the University of Florida. She currently works as a research assistant at the Karst Lab at the UF College of Medicine studying the norovirus. Her research interests are in viral/bacterial pathogenesis, infectious diseases, and disease ecology. Her passion for ecology started from my childhood in India and she has been involved in several conservation projects, rallies, and volunteer cleanups. As the Social Media-Webmaster and Marketing Officer of the ESA Student Section, her hope is to help students feel welcome think of new ways to increase the participation of the existing community for our activities. As students, we each have different things to offer and as part of a student network, her goal is to bring different interests and people together. Her interests are in research, education (particularly mentoring), and communication outreach.

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A Short Guide to Writing about Biology Jan A. Pechenik, 2024-11-20 For almost four decades A Short Guide to Writing About Biology has been an indispensable resource. Noted biologist Jan Pechenik guides readers in acquiring the skills necessary to become critical thinkers and accomplished writers. Biology is a way of thinking about the world; it is also about communicating information accurately, logically, clearly, honestly, and concisely. The tenth edition outlines all aspects of writing well while also providing readers with procedures for developing strong research questions, logically explaining findings, and supporting claims with evidence. All good writing involves both a struggle for understanding and a struggle to express that understanding. The author delivers sage advice in an accessible, entertaining style to help readers learn to write compelling papers and to enhance their understanding.

BioStats Basics James L. Gould, Grant F. Gould, 2002 BioStats Basics provides introductory level biology students with a practical and accessible introduction to statistical research. Engaging and informal, the book avoids excessive theoretical and mathematical detail to focus on how core statistical methods are put to work in biology. Students learn the essentials in probability that enable skillful experiment design and the correct use of statistical tests. Everyday examples are drawn from ecology, animal physiology, animal behavior, medicine, and other areas of biology. The accompanying Web site www.whfreeman.com/gould is closely integrated with the text, providing crucial tutorials, explanations of tests, alongside simulations plus data analysis tools for completing the text's exercises.

OCR A Level Biology Student Book 1 Adrian Schmit, Richard Fosbery, Jenny Wakefield-Warren, 2015-06-26 Exam Board OCR Level A level Subject Biology First Teaching September 2015 First Exam June 2016 This is an OCR endorsed resource. Encourage students to learn independently and build on their knowledge with this textbook that leads students seamlessly from basic biological concepts to more complicated theories. Develop experimental, analytical, and evaluation skills with activities that introduce the practicals required by OCR and other experimental investigations in Biology. Provide assessment guidance with synoptic questions and multiple choice questions throughout the book and revision tips and skills all in one chapter. Strengthen understanding of key concepts with contemporary and engaging examples illustrated with accessible diagrams and images. Give students the opportunity to apply their knowledge and understanding of all aspects of practical work with Test Yourself Questions and Exam Practice Questions. Offer detailed guidance and examples of method with a dedicated Maths in Biology chapter and mathematical support throughout. Develop understanding with free online access to answers, an extended glossary, learning outcomes, and topic summaries. OCR A Level Biology Student Book 1 includes AS Level.

Fostering Understanding of Complex Systems in Biology Education Orit Ben Zvi Assaraf, Marie-Christine P. J. Knippels, 2022-05-25 This book synthesizes a wealth of international research on the critical topic of fostering understanding of complex systems in biology education. Complex systems are prevalent in many scientific fields and at all scales from the micro scale of a single cell or molecule to

complex systems at the macro scale such as ecosystems Understanding the complexity of natural systems can be extremely challenging though crucial for an adequate understanding of what they are and how they work The term systems thinking has become synonymous with developing a coherent understanding of complex biological processes and phenomena For researchers and educators alike understanding how students systems thinking develops is an essential prerequisite to develop and maintain pedagogical scaffolding that facilitates students ability to fully understand the system s complexity To that end this book provides researchers and teachers with key insights from the current research community on how to support learners systems thinking in secondary and higher education Each chapter in the book elaborates on different theoretical and methodological frameworks pertaining to complexity in biology education and a variety of biological topics are included from genetics photosynthesis and the carbon cycle to ecology and climate change Specific attention is paid to design elements of computer based learning environments to understand complexity in biology education **Active**

Learning in College Science Joel J. Mintzes, Emily M. Walter, 2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman s 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book s final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of naive notions misconceptions and alternative

conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for

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Science Education Research in the Knowledge-Based Society Dimitris Psillos,Petros Kariotoglou,Vassilis Tselfes,Euripides Hatzikraniotis,George

Fassouloupoulos,Maria Kallery,2013-03-09 We are pleased to present the ESERA 2001 Conference book which is based on contributions submitted and presented to the Third International Conference Science Education Research in the Knowledge Based Society that was organised by the Department of Primary Education of the Aristotle University of Thessaloniki and held in Thessaloniki from August 21 to August 26 2001 The focus of the Conference was to discuss the scope methods outcomes and perspectives of research in science education in the context of the rapidly developing knowledge based society Some 450 researchers teachers and postgraduate students attended the conference They came mainly from European countries with a substantial proportion some 20 from countries outside Europe While ESERA conferences reflect research carried out in Europe they are increasingly becoming international events attracting researchers from all over the world A total of 220 works were presented in guest lectures symposia poster workshops individual papers and poster sessions that took place during the conference along with alternative activities and informal meetings All these of the Conference edited by works are already published in the Proceedings D Psillos P Kariotoglou V Tselfes G Bisdikian G Fassouloupoulos E Hatzikraniotis M Kallery

Perl for Bio Informatics I David Scott,2013-01-07 Go from scripts to functions to programs Learn bio programming with the Perl development paradigm Learn to write tested documented object oriented code the Perl way

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Proceedings of the Nineteenth Annual Symposium on Sea Turtle Conservation and Biology, 2-6 March 1999, South Padre Island, Texas, U.S.A., 1998. BioMath in the Schools. Margaret B. Cozzens, Fred S. Roberts, 2011. Even though contemporary biology and mathematics are inextricably linked, high school biology and mathematics courses have traditionally been taught in isolation. But this is beginning to change. This volume presents papers related to the integration of biology and mathematics in high school classes. The first part of the book provides the rationale for integrating mathematics and biology in high school courses as well as opportunities for doing so. The second part explores the development and integration of curricular materials and includes responses from teachers. Papers in the third part of the book explore the interconnections between biology and mathematics in light of new technologies in biology. The last paper in the book discusses what works and what doesn't and presents positive responses from students to the integration of mathematics and biology in their classes. Towards a Functional Characterization of Plant Biostimulants. Paolo Carletti, Andrew Merchant, Andrés Calderín García, Carlos Alberto Silva, 2021-05-21. *Biology Bulletin of the Academy of Sciences of the USSR. Akademii nauk SSSR.*, 1979. Molecular Biology Techniques. Sue Carson, Heather B. Miller, Melissa C. Srougi, D. Scott Witherow, 2019-03-05. *Molecular Biology Techniques: A Classroom Laboratory Manual*. Fourth Edition is a must-have collection of methods and procedures on how to create a single continuous comprehensive project that teaches students basic molecular techniques. It is an indispensable tool for introducing advanced undergraduates and beginning graduate students to the techniques of recombinant DNA technology or gene cloning and expression. The techniques used in basic research and biotechnology laboratories are covered in detail. Students will gain hands-on experience on subcloning a gene into an expression vector straight through to the purification of the recombinant protein. Presents student-tested labs proven successful in real classroom laboratories. Includes a test bank on a companion website for additional testing and practice. Provides exercises that simulate a cloning project that would be performed in a real research lab. Includes a prep list appendix that contains necessary recipes and catalog numbers providing staff with detailed instructions.

The Oxford Handbook of Economics and Human Biology. John Komlos, Inas Rashad Kelly, 2016.

The Oxford Handbook of Economics and Human Biology enhances understanding of how economic conditions influence human well being and how human health shapes such economic outcomes as wealth The volume contains cutting edge reviews from the major thought leaders in the field New insights are gained into economic history inequality and economic development The American Biology Teacher ,2005 **Summaries of Projects Completed in Fiscal Year ...** ,
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