

Evidence for Evolution

How are DNA and comparative anatomy used to show relatedness?

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 three or four generations sitting in a room 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?
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?

Evidence For Evolution Pogil Teacher Guide

Robert Talbert



Evidence For Evolution Pogil Teacher Guide:

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 **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 Flipped Learning Robert Talbert, 2023-07-03 Flipped learning is an approach to the design and instruction of classes through which with appropriate guidance students gain their first exposure to new concepts and material prior to class thus freeing up time during class for the activities where students typically need the most help such as applications of the basic material and engaging in deeper discussions and creative work with it While flipped learning has generated a great deal of excitement given the evidence demonstrating its potential to transform students learning engagement and metacognitive skills there has up to now been no comprehensive guide to using this teaching approach in higher education Robert Talbert who has close to a decade s experience using flipped learning for majors in his discipline in general education courses in large and small sections as well as online courses and is a frequent workshop presenter and speaker on the topic offers faculty a practical step by step how to to this powerful teaching method He addresses readers who want to explore this approach to teaching those who have recently embarked on it as well as experienced practitioners balancing an account of research on flipped learning and its theoretical bases with course design concepts to guide them set up courses to use flipped learning effectively tips and case studies of actual classes across various disciplines and practical considerations such as obtaining buy in from students and getting students to do the pre class activities This book is for anyone seeking ways to get students to better learn the content of their course take more responsibility for their work become more self regulated as learners work harder and smarter during class time and engage positively with course material As a teaching method flipped learning becomes demonstrably more powerful when adopted across departments It is an idea that offers the promise of transforming teaching in higher education **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 *EVO Teachers Guide* Rodger W. Bybee,John Feldman,2012 In this film you ll learn among other things that evolution and religion are indeed compatible ways of looking at the world that Darwin was a creationist before he was an evolutionist and that cooperation is just as important as competition in the struggle for existence From Hummingbird Films website **Life Through Time** Susan E. Douglas,Melanie Penry Mitchell,California Academy of Sciences. Education Department,1989 **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 **Teaching Evolution Concepts Using a Hands-on Approach** Amanda Jane Whitfield,2008 Teacher's Guide to the Study Guide Nuffield Foundation,P. J. Kelly,Brian Mowl,1970 **Biology** Grace Monger,1986 Teaching Evolution Trevor C. Garretson,2004 **Biological Science** Nuffield Science Teaching Project,1970 *Teachers' guide to the study guide : evidence and deduction in biological science* Paul J. Kelly,1970

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