

Integrating Concepts in Biology Textbook Increases Learning: Assessment Triangulation Using Concept Inventory, Card Sorting, and MCAT Instruments, Followed by Longitudinal Tracking

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ABSTRACT

The purpose of this study was to examine the educational impact of an intervention, the inquiry-focused textbook *Integrating Concepts in Biology* (ICB), when used in a yearlong introductory biology course sequence. Student learning was evaluated using three published instruments: 1) The Biology Concept Inventory probed depth of student mastery of fundamental concepts in organismal and cellular topics when confronting misconceptions as distractors. ICB students had higher gains in all six topic categories (+43% vs. peers overall, $p < 0.001$). 2) The Biology Card Sorting Task assessed whether students organized biological ideas more superficially, as novices do, or based on deeper concepts, like experts. The frequency with which ICB students connected deep-concept pairs, or triplets, was similar to peers; but deep understanding of structure/function was much higher (for pairs: 77% vs. 25%, $p < 0.001$). 3) A content-focused Medical College Admission Test (MCAT) posttest compared ICB student content knowledge with that of peers from 15 prior years. Historically, MCAT performance for each semester ranged from 53% to 64%; the ICB cohort scored 62%, in the top quintile. Longitudinal tracking in five upper-level science courses the following year found ICB students outperformed peers in physiology (85% vs. 80%, $p < 0.001$).

INTRODUCTION

In most settings, biologists can no longer limit themselves to pursuing only molecular or organismal methods, nor can they avoid using quantitative and interdisciplinary approaches (National Research Council [NRC], 2003; Association of American Medical Colleges and the Howard Hughes Medical Institute [AAMC-HHMI], 2009; American Association for the Advancement of Science [AAAS], 2011; Waldrop and Miller, 2015). For example, to understand large, rapidly changing ecosystems, biologists must be able to study long-term ecological research plots in the alpine tundra; read DNA gels; and use modern mathematical, statistical, computational, and technological tools. As a result, biology instruction and scholarly instruction at all levels must keep pace with these changes in the practice of research (AAAS, 2011; NRC, 2012, 2014; Next Generation Science Standards Lead States, 2013). A new textbook, *Integrating Concepts in Biology* (ICB; Campbell et al., 2014), was designed to confront this “new normal” and enable instructors to engage students in regular practice of scientific inquiry inside the lecture room (Barsoum et al., 2013; Campbell et al., 2014; Wagner et al., 2015).

The purpose of this research study was to look for evidence of impact of a single intervention, the ICB textbook, when adopted for a yearlong introductory biology

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Modeling Biology Concept Inventory Answers

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Handbook of Research on Science Education Norman G. Lederman, Dana L. Zeidler, Judith S. Lederman, 2023-03-17 Volume III of this landmark synthesis of research offers a comprehensive state of the art survey highlighting new and emerging research perspectives in science education Building on the foundations set in Volumes I and II Volume III provides a globally minded up to the minute survey of the science education research community and represents the diversity of the field Each chapter has been updated with new research and new content and Volume III has been further developed to include new and expanded coverage on astronomy and space education epistemic practices related to socioscientific issues design based research interdisciplinary and STEM education inclusive science education and the global impact of nature of science and scientific inquiry literacy As with the previous volumes Volume III is organized around six themes theory and methods of science education research science learning diversity and equity science teaching curriculum and assessment and science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty scholars and graduate students and pointing towards future directions of the field Handbook of Research on Science Education Research Volume III offers an essential resource to all members of the science education community

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 na ve 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

iCEER2014-McMaster Digest Mohamed Bakr,Ahmed Elsharabasy,2014-11-18 International Conference on Engineering Education and Research

Handbook of Research on Science Education, Volume II Norman G. Lederman,Sandra K. Abell,2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community

Teaching and Learning in the Science Laboratory Dimitris Psillos,H. Niedderer,2006-05-05 Scope of the book There is an on going debate regarding the role of labwork in science education which dates back several decades and which illustrates the conviction and interest of

teachers researchers and policy makers world wide in the value of laboratory work for understanding science This is evident in more recent books and studies regarding the laboratory which mainly refer to countries with a considerable tradition in practical work in science education Woolnough Alsop 1985 Hodson 1993 Hegarthy Hazel 1990 Wellington 2000 Yet in discussing research studies on labwork several authors express their concern about its effectiveness in facilitating students understanding of various aspects of scientific inquiry They point out a comprehensive re conceptualisation of the aims of labwork and as a consequence of investigating what the students actually learn in different contexts Lazarowitz Tamir 1994 Tobin Tippins 1993 Lunetta 1998 It has also been argued that the relationship between instructional activities and student learning in labwork needs more attention than it has been given in science education research Leach Paulsen 1999 It appears that the case for research based labwork emerges in several quarters in science education particularly among researchers This book presents and discusses a variety of laboratory practices and their effectiveness The studies take into account recent theoretical developments and empirical results concerning students understanding of scientific inquiry A whole chapter is devoted to technological advances offering new learning opportunities for the students and teaching facilities for the teacher

Improving Quality in American Higher Education Richard Arum, Josipa Roksa, Amanda Cook, 2016-05-02 An ambitious comprehensive reimagining of 21st century higher education *Improving Quality in American Higher Education* outlines the fundamental concepts and competencies society demands from today's college graduates and provides a vision of the future for students faculty and administrators Based on a national multidisciplinary effort to define and measure learning outcomes the Measuring College Learning project this book identifies essential concepts and competencies for six disciplines These essential concepts and competencies represent efforts towards articulating a consensus among faculty in biology business communication economics history and sociology disciplines that account for nearly 40 percent of undergraduate majors in the United States Contributions from thought leaders in higher education including Ira Katznelson George Kuh and Carol Geary Schneider offer expert perspectives and persuasive arguments for the need for greater clarity intentionality and quality in U S higher education College faculty are our best resource for improving the quality of undergraduate education This book offers a path forward based on faculty perspectives nationwide Clarify program structure and aims Articulate high quality learning goals Rigorously measure student progress Prioritize higher order competencies and disciplinarily grounded conceptual understandings A culmination of over two years of efforts by faculty and association leaders from six disciplines this book distills the national conversation into a delineated set of fundamental ideas and practices and advocates for the development and use of rigorous assessment tools that are valued by faculty students and society *Improving Quality in American Higher Education* brings faculty voices to the fore of the conversation and offers an insightful look at the state of higher education and a realistic strategy for better serving our students

Modeling Students' Mathematical Modeling Competencies Richard Lesh, Peter L. Galbraith, Christopher R. Haines, Andrew Hurford, 2009-12-15 As

we enter the 21st century there is an urgent need for new approaches to mathematics education emphasizing its relevance in young learners futures Modeling Students Mathematical Modeling Competencies explores the vital trend toward using real world problems as a basis for teaching mathematics skills competencies and applications Blending theoretical constructs and practical considerations the book presents papers from the latest conference of the ICTMA beginning with the basics Why are models necessary Where can we find them and moving through intricate concepts of how students perceive math how instructors teach and how both can become better learners Dispatches as varied as classroom case studies analyses of math in engineering work and an in depth review of modeling based curricula in the Netherlands illustrate modeling activities on the job methods of overcoming math resistance and the movement toward replicable models and lifelong engagement A sampling of topics covered How students recognize the usefulness of mathematics Creating the modeling oriented classroom Assessing and evaluating students modeling capabilities The relationship between modeling and problem solving Instructor methods for developing their own models of modeling New technologies for modeling in the classroom Modeling Students Mathematical Modeling Competencies offers welcome clarity and focus to the international research and professional community in mathematics science and engineering education as well as those involved in the sciences of teaching and learning these subjects

Planning and Urban Design Standards American Planning Association, Frederick R. Steiner, Kent Butler, 2012-09-17 The new student edition of the definitive reference on urban planning and design Planning and Urban Design Standards Student Edition is the authoritative and reliable volume designed to teach students best practices and guidelines for urban planning and design Edited from the main volume to meet the serious student s needs this Student Edition is packed with more than 1 400 informative illustrations and includes the latest rules of thumb for designing and evaluating any land use scheme from street plantings to new subdivisions Students find real help understanding all the practical information on the physical aspects of planning and urban design they are required to know including Plans and plan making Environmental planning and management Building types Transportation Utilities Parks and open space farming and forestry Places and districts Design considerations Projections and demand analysis Impact assessment Mapping Legal foundations Growth management preservation conservation and reuse Economic and real estate development Planning and Urban Design Standards Student Edition provides essential specification and detailing information for various types of plans environmental factors and hazards building types transportation planning and mapping and GIS In addition expert advice guides readers on practical and graphical skills such as mapping plan types and transportation planning

Proceedings of the National Science Foundation Workshop on the Role of Faculty from the Scientific Disciplines in the Undergraduate Education of Future Science and Mathematics Teachers ,1993

Modeling Biology Concept Inventory Answers Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the energy of words has be evident than ever. They have the ability to inspire, provoke, and ignite change. Such is the essence of the book **Modeling Biology Concept Inventory Answers**, a literary masterpiece that delves deep in to the significance of words and their impact on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall impact on readers.

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Table of Contents Modeling Biology Concept Inventory Answers

1. Understanding the eBook Modeling Biology Concept Inventory Answers
 - The Rise of Digital Reading Modeling Biology Concept Inventory Answers
 - Advantages of eBooks Over Traditional Books
2. Identifying Modeling Biology Concept Inventory Answers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Modeling Biology Concept Inventory Answers
 - User-Friendly Interface
4. Exploring eBook Recommendations from Modeling Biology Concept Inventory Answers
 - Personalized Recommendations
 - Modeling Biology Concept Inventory Answers User Reviews and Ratings
 - Modeling Biology Concept Inventory Answers and Bestseller Lists

5. Accessing Modeling Biology Concept Inventory Answers Free and Paid eBooks
 - Modeling Biology Concept Inventory Answers Public Domain eBooks
 - Modeling Biology Concept Inventory Answers eBook Subscription Services
 - Modeling Biology Concept Inventory Answers Budget-Friendly Options
6. Navigating Modeling Biology Concept Inventory Answers eBook Formats
 - ePub, PDF, MOBI, and More
 - Modeling Biology Concept Inventory Answers Compatibility with Devices
 - Modeling Biology Concept Inventory Answers Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Modeling Biology Concept Inventory Answers
 - Highlighting and Note-Taking Modeling Biology Concept Inventory Answers
 - Interactive Elements Modeling Biology Concept Inventory Answers
8. Staying Engaged with Modeling Biology Concept Inventory Answers
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Modeling Biology Concept Inventory Answers
9. Balancing eBooks and Physical Books Modeling Biology Concept Inventory Answers
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Modeling Biology Concept Inventory Answers
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Modeling Biology Concept Inventory Answers
 - Setting Reading Goals Modeling Biology Concept Inventory Answers
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Modeling Biology Concept Inventory Answers
 - Fact-Checking eBook Content of Modeling Biology Concept Inventory Answers
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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