



Active Learning In Science

Abigail Rose Wilson



Active Learning In Science:

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

Active Learning in Secondary and College Science Classrooms Joel Michael, Harold I. Modell, 2003-10-17 The working model for helping the learner to learn presented in this book is relevant to any teaching context but the focus here is on teaching in secondary and college science classrooms Specifically the goals of the text are to help secondary and college level science faculty examine and redefine their roles in the classroom define for science teachers a framework for thinking about active learning and the creation of an active learning environment

and provide them with the assistance they need to begin building successful active learning environments in their classrooms. Active Learning in Secondary and College Science Classrooms: A Working Model for Helping the Learner to Learn is motivated by fundamental changes in education in response to perceptions that students are not adequately acquiring the knowledge and skills necessary to meet current educational and economic goals. The premise of this book is that active learning offers a highly effective approach to meeting the mandate for increased student knowledge, skills, and performance. It is a valuable resource for all teacher trainers in science education and high school and college science teachers.

Understanding the Utility of Active Learning by Conducting Science to Teach Science Abigail Rose Wilson, 2018

To retain students in science, technology, engineering, and mathematics (STEM) various pedagogical techniques such as active learning have been incorporated in STEM courses. Despite the popularity of active learning, it has rarely been empirically tested with a comparison or control group. To compare the benefits of active learning to conventional lecture learning, the aims of this project were twofold: conduct a physiological research project investigating thermoregulation in large ruminants and evaluate the effectiveness of active learning tools for an undergraduate course that focused on core concepts in physiology. Physiological concepts from the thermoregulation study were integrated into the educational portion of the study. Holstein heifers were used as the model organism for the thermoregulation study. Initially, 8 heifers were fitted with indwelling jugular catheters, and serial blood samples were collected at 3-minute intervals during exercise of increasing intensity. Blood lactate was then measured, and it was determined that the lactate threshold of Holstein heifers occurs on average at a heart rate of 145 bpm and at an exercise speed of 6.44 km/h. The results from the lactate threshold test were used to design two 8-week exercise trials with the objective to examine the effects of exercise on heat stress using high-intensity short bouts of exercise above the lactate threshold, low-intensity relatively long bouts of exercise below the lactate threshold, and sedentary control treatments. No differences were found in weekly skin temperatures or core body temperatures. Expression of lactate dehydrogenase A in skeletal muscle cells decreased in the high-intensity treatment. Expression of lactate dehydrogenase B in skeletal muscles decreased in the high-intensity and sedentary control treatments. Skin and core body temperatures from all treatments were correlated with THI. There were no differences in body weight, body condition score, or conception rate between treatments. Although not significant, after low-intensity exercise training, skin temperatures increased while core body temperatures decreased. Trends from this study warrant further investigation on the effects of low-intensity exercise on thermoregulation in Holstein cattle. The second component of this project involved the incorporation of core physiological concepts from the thermoregulation project in conjunction with those identified by the American Physiological Society into an educational study where the utility of active learning for teaching difficult concepts within an undergraduate physiology course was investigated. Using a design-based research approach, two distinct pedagogical tools were developed: an active learning tool in the form of a case study and a

conventional lecture It was hypothesized that compared to a conventional lecture students receiving the active learning tool would perform significantly better on tests measuring their ability to comprehend apply and transfer the information to novel scenarios Results from this project did not support the hypothesis but instead led to the question of is it the method or is it the student Prior knowledge of students was evaluated using a physiology knowledge assessment Students with low prior knowledge had greater learning gains from the use of a conventional lecture while students with high prior knowledge had greater learning gains from the use of a case study Students with fewer college credit hours completed and those with lower ACT scores had larger learning gains after receiving a conventional lecture compared to the use of a case study Students with more college credit hours completed and those with higher ACT scores had larger learning gains from the use of a case study compared to receiving the information from a conventional lecture Furthermore students who relied on memorization for learning new information benefitted more from a conventional lecture while students who relied on elaboration for learning new information benefitted more from a case study Thus the success of active learning likely depends on specific student characteristics A one size fits all approach to teaching and learning will not suffice we must first consider the population of students and then select the proper instructional approach

Promoting Active Learning in the Life Science Classroom Harold I. Modell, Joel A. Michael, 1994 *Science as Inquiry* Jack Hassard, 2000 Ideas strategies and approaches for teaching middle school science *Science As Inquiry* Jack Hassard, 2000-08 Turn students on to science with fresh ideas and approaches from a master science teacher Active problem oriented learning opportunities encourage students to experience the inquiry process and excitement of science Activities are project based web assisted and include active assessment strategies Here s teaching inspiration for any science program

Active Learning in Secondary and College Science Classroom Joel A. Michael, 2003 *Using Active Learning to Teach Elementary School Science* Jo Ann C. Noakes, 1996 **Active Learning in Science** Secondary Science Curriculum Review (Great Britain). East/Central Working Group on Active Learning, 1988

How Students Experience Active and Passive Learning in Science Class Mercer Barrows III, 2019 As authors Bigelow Harvey Karp and Miller 2004 explain part of social justice in the classroom includes a participatory and experiential environment and to not provide that would be socially unjust Therefore I wanted to figure out how I can engage students in a way of learning that supports deeper learning thinking and engagement by implementing active learning instructional strategies Why active learning instruction As Minhas 2012 studied direct instruction is significantly less effective for student s learning and engagement and active learning instruction is shown to produce significant learning gains and engagement Therefore my research investigates How can I can the students in my physics classes to engage in active learning In order to arrive at a solution I needed to understand how my students were currently experiencing learning in science class To guide this investigation I answered these subquestions How are students experiencing learning through direct instruction How are students experiencing learning through active learning instruction

And when do students participate in science class The results are as follows students want some initial direct instruction and find most of the strategies very helpful students find most active learning strategies very helpful after some direct instruction and students prefer to participate in small groups and not during whole class discussions **Action Science** William H. Robertson,2014-04-03 This book provides an approach to physical science instruction in a way that is interesting and engaging to students featuring author created action sports videos and classroom activities focused on physical science concepts **Launching Learners in Science, PreK-5** Kerry C. Williams,George E. Veomett,2014-09-02 The only way to teach science is to do science The combination of teaching and doing involves three elements knowing content teachers knowing and understanding themselves as teachers and learners and most importantly knowing children Kerry C Williams and George E Veomett describe principles and requirements that reflect the National Science Education Standards for the active learning of science They brilliantly identify key ingredients for primary students and outline the best course of action to aid their development as young scientists Using research on cognitive and neural development and motivational theory from the work of Piaget and Vygotsky this is an invaluable tool for teachers inexperienced in science It will help you discover new ways to think about science and develop lessons that are rich fun and authentic for both you and your students All educators will find examples questions stories and thought provoking ideas to give students a strong start in science achievement plus Six key elements to build into science instruction observing representing organizing patterning and questioning experimenting and sharing How to s for incorporating inquiry workshops centers and projects in primary and elementary classrooms A four step system choice planning doing reviewing that helps promote learning in science and across all subjects **Computational Science and Its Applications - ICCSA 2008** Osvaldo Gervasi,Beniamino Murgante,Antonio Laganà,David Taniar,Youngsong Mun,2008-06-28 This two volume set is assembled following the 2008 International Conference on Computational Science and Its Applications ICCSA 2008 a premium int national event held in Perugia Italy from June 30 to July 3 2008 The collection of fully refereed high quality original works accepted as theme papers for presentation at ICCSA 2008 are published in this LNCS proceedings set This outstanding collection complements the volume of workshop papers traditionally published by IEEE Computer Society The continuous support of computational science researchers has helped ICCSA to become a rmly established forum in the area of scienti c computing and the conference itself become a recurring scienti c and professional meeting that cannot be given up The computational science eld based on fundamental disciplines such as mathematics physics and chemistry is nding new computational approaches to foster the human progress in heterogeneous and fundamental areas such as aerospace and automotive industries bioinformatics and nanotechnology studies networks and grid computing computational geometry and biometrics computer education virtual reality and art Due to the growing complexity of many ch lenges in computational science the use of sophisticated algorithms and eme ing technologies is inevitable Together these far reaching scienti c areas help to shape this conference in the areas of state of the

art computational science research and applications encompassing the facilitating theoretical foundations and the innovative applications of such results in other areas

Science Teaching Essentials Cynthia J. Brame, 2019-02-06 Science Teaching Essentials Short Guides to Good Practice serves as a reference manual for science faculty as they set up a new course consider how to teach the course figure out how to assess their students fairly and efficiently and review and revise course materials This book consists of a series of short chapters that instructors can use as resources to address common teaching problems and adopt evidence based pedagogies By providing individual chapters that can be used independently as needed this book provides faculty with a just in time teaching resource they can use to draft a new syllabus This is a must have resource for science health science and engineering faculty as well as graduate students and post docs preparing for future faculty careers Provides easily digested practical research based information on how to teach Allows faculty to efficiently get up to speed on a given pedagogy or assessment method Addresses the full range of faculty experiences as they being to teach for the first time or want to reinvent how they teach

Active Learning in the Social Science Classroom Karen E. McAleney, California State University, Sacramento, 2008

Measuring Active Learning in a Secondary Science Classroom Corey King, 2017

Active Learning in Science Globe Fearon, 1997 This activity based program helps special needs students achieve success and confidence in four content areas science social studies math and communication arts Students learn to identify cause and effect relationships identify main ideas and details compare and contrast summarize ideas ask questions make judgments and more Reading Level 2 3 Interest Level 6 12

Teaching for Active Learning Kenneth Dobson, 1987

Active Teaching and Learning Approaches in Science Sheffield City Polytechnic. Centre for Science Education, 1992-01 Atlas is a valuable resource for teachers who wish to introduce active learning strategies into the science classroom The resource provides detailed guidance on a range of techniques which are applicable across the curriculum but are often unfamiliar in the context of science lessons It is intended to be particularly useful for INSET work As well as guidance for the teacher ATLAS contains approximately 30 pupil copymasters on tried and tested activities across the range of techniques

Intelligence Science and Big Data Engineering. Image and Video Data Engineering Xiaofei He, Xinbo Gao, Yanning Zhang, Zhi-Hua Zhou, Zhi-Yong Liu, Baochuan Fu, Fuyuan Hu, Zhancheng Zhang, 2015-10-13 The two volume set LNCS 9242 9243 constitutes the proceedings of the 5th International Conference on Intelligence Science and Big Data Engineering IScIDE 2015 held in Suzhou China in June 2015 The total of 126 papers presented in the proceedings was carefully reviewed and selected from 416 submissions They deal with big data neural networks image processing computer vision pattern recognition and graphics object detection dimensionality reduction and manifold learning unsupervised learning and clustering anomaly detection semi supervised learning

Active Learning In Science Book Review: Unveiling the Power of Words

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Table of Contents Active Learning In Science

1. Understanding the eBook Active Learning In Science
 - The Rise of Digital Reading Active Learning In Science
 - Advantages of eBooks Over Traditional Books
2. Identifying Active Learning In Science
 - 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 Active Learning In Science
 - User-Friendly Interface
4. Exploring eBook Recommendations from Active Learning In Science
 - Personalized Recommendations
 - Active Learning In Science User Reviews and Ratings
 - Active Learning In Science and Bestseller Lists

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