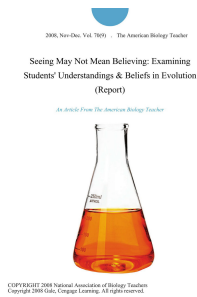


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## SEEING MAY NOT MEAN BELIEVING EXAMINING STUDENTS UNDERSTANDINGS BELIEFS IN EVOLUTION REPORT EBOOKS 2019



Author: The American Biology Teacher

Release Date: Lanzamiento previsto: @@expectedReleaseDate@@

Evolution is considered a unifying theme in biological science (National Research Council [NRC], 1996). Evolution is such a powerful idea that its application to all grade levels can serve as a guide for instruction and curriculum alignment (Haury, 1996). Scientific organizations such as the American Association for the Advancement of Science (AAAS) and the National Academies of Sciences (NAS) stress the significance of evolutionary theory in biology and advocate teaching evolution in schools (Blackwell et al., 2003; Haury, 1996; NAS, 2008). According to Blackwell et al. (2003), "Without evolutionary theory, biology is divested of needed theme, coherence, understanding, and interpretation of relationships." Evolutionary theory provides connection among biological topics, accentuating the investigative nature of science and power of scientific discoveries. The tenets of evolutionary theory have been at issue among scientists, philosophers, religious leaders, and the public since Darwin first revealed his ideas over 150 years ago (Brem et al., 2003). Today, teaching evolution in public schools continues to be viewed with disparagement by many in positions of power and decision-making. Throughout the U.S., state boards of education are making decisions that may eliminate or severely limit students' opportunity to learn about evolutionary theory. In Kansas and Oklahoma, the state boards of education have modified or removed evolution from the state objectives (McKeachie et al., 2002). The state of Texas reviews the status of teaching evolution in 2008 as they work to revise their state science education standards. Also in 2008, the Texas Higher Education Coordinating Board debated the acceptance of a science education Masters' degree program emphasizing creationism from the Dallas-based Institute of Creation Research Graduate School. These actions indicate an alarming trend that impacts the nature and quality of learning experiences that science teachers are able to provide for their students.

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