

BEST PRACTICES IN TEACHING EVOLUTION

Wednesdays, 12-1
Genetics/Biotech Rm 110

February 25 ***Where's the good stuff?***
Kristin Jenkins, *NESCent*

An introduction to online resources available through NESCent, ENSI, MERLOT and the Understanding Evolution websites, as well as other educational venues. Bring your favorite resources to share.

March 4 ***Dealing with the "Controversy"***
Mara McDonald, *Genetics*

What is all the kerfluffle about? Will I have to deal with this if I'm working with the general public? How do the ID/Creationists define evolution and how does that impact on their arguments against it?

By dealing with some simple examples, we can explore what evolution is and isn't. Who can help me prepare for this?
(Resources: NCSE, AAAS, Clergy Letter project)

March 11 ***Misconceptions*** Leader TBA

What do students find confusing about evolution? Why do misconceptions (or alternate conceptions) persist after good instruction? Is it helpful for instructors to know what misconceptions students have? Is there a way to clear up misconceptions?

March 18 **Spring Break – No meeting**

March 25 **TBA**

April 1

Tree Thinking

David Baum, *Botany*

Phylogenetics is a key component of evolutionary thought and applications extend far beyond evolutionary research. Unfortunately, research has shown that interpreting phylogenies is difficult for many students. How do we make this critical concept more accessible to students?

April 8

Evolution in Intro Bio

Carol Lee, *Zoology* & David Baum, *Botany*

This session will be a discussion about what evolutionary concepts are important to cover in introductory biology and the best ways to incorporate them into the overall course curriculum.

April 15

TBA

April 22

Teaching the Teachers

Kevin Niemi, *Center for Biology Education*

As a follow up to our Broader Impacts discussion, we will discuss opportunities for teacher workshops, and talk with Kevin Niemi about teachers' needs and constraints. (Resources: ACUBE, NABT, NSTA, WSST)

April 29

Communicating Science

Terry Devitt, *University Communications*

Communicating your research to the broader public is critical for evolutionary biologists. How to explain what you do to a non-scientist is a skill that requires continual honing. Even though we can't all be Sean Carroll, we can work to improve the ways in which we engage the public. Perhaps we should develop campus resources that help researchers to develop a presentation for a general audience.

May 6

TBA

May 13

TBA

May 20

TBA

For more information and updates visit evolution.wisc.edu