

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

F. Joseph Merlino, Deborah Pomeroy



Modeling Biology Concept Inventory Answers:

International Handbook on Teaching and Learning Economics Gail Mitchell Hoyt, KimMarie McGoldrick, 2012 The International Handbook on Teaching and Learning Economics is a power packed resource for anyone interested in investing time into the effective improvement of their personal teaching methods and for those who desire to teach students how to think like an economist It sets guidelines for the successful integration of economics into a wide variety of traditional and non traditional settings in college and graduate courses with some attention paid to primary and secondary classrooms The International Handbook on Teaching and Learning Economics is highly recommended for all economics instructors and individuals supporting economic education in courses in and outside of the major This Handbook provides a multitude of rich resources that make it easy for new and veteran instructors to improve their instruction in ways promising to excite an increasing number of students about learning economics This Handbook should be on every instructor's desk and referenced regularly Tawni Hunt Ferrarini The American Economist In delightfully readable short chapters by leaders in the sub fields who are also committed teachers this encyclopedia of how and what in teaching economics covers everything There is nothing else like it and it should be required reading for anyone starting a teaching career and for anyone who has been teaching for fewer than 50 years Daniel S Hamermesh University of Texas Austin US The International Handbook on Teaching and Learning Economics provides a comprehensive resource for instructors and researchers in economics both new and experienced This wide ranging collection is designed to enhance student learning by helping economic educators learn more about course content pedagogic techniques and the scholarship of the teaching enterprise The internationally renowned contributors present an exhaustive compilation of accessible insights into major research in economic education across a wide range of topic areas including Pedagogic practice teaching techniques technology use assessment contextual techniques and K 12 practices Research findings principles courses measurement factors influencing student performance evaluation and the scholarship of teaching and learning Institutional administrative issues faculty development the undergraduate and graduate student and international perspectives Teaching enhancement initiatives foundations organizations and workshops Grounded in research and covering past and present knowledge as well as future challenges this detailed compendium of economics education will prove an invaluable reference tool for all involved in the teaching of economics graduate students new teachers lecturers faculty researchers chairs deans and directors

Curriculum for High Ability Learners Liang See Tan, Letchmi Devi Ponnusamy, Chwee Geok Quek, 2016-12-26 Given the increasing speed of change and the information explosion around the world this book draws attention to the practice of teaching for conceptual understanding which has been heralded as an effective approach within many curriculum frameworks This book is pivotal in documenting and analyzing efforts in creating concept based curriculum and pedagogies for high ability learners Contributors of this book discuss key concepts and trends in their curriculum development efforts for high ability learners as

well as the challenges and solutions in their work Drawing from a wide group of educators practitioners curriculum writers administrators and researchers this book has assembled together a range of perspectives on the processes outcomes and implications of using concept based curriculum and pedagogies in a dynamic educational landscape These informed perspectives highlighted by the contributors will prove insightful and inspirational to practitioners policy makers and other stakeholders alike

Discipline-Based Education Research National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on the Status, Contributions, and Future Directions of Discipline-Based Education Research, 2012-09-27 The National Science Foundation funded a synthesis study on the status contributions and future direction of discipline based education research DBER in physics biological sciences geosciences and chemistry DBER combines knowledge of teaching and learning with deep knowledge of discipline specific science content It describes the discipline specific difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding Discipline Based Education Research is based on a 30 month study built on two workshops held in 2008 to explore evidence on promising practices in undergraduate science technology engineering and mathematics STEM education This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching and learning The book provides empirical research on undergraduate teaching and learning in the sciences explores the extent to which this research currently influences undergraduate instruction and identifies the intellectual and material resources required to further develop DBER Discipline Based Education Research provides guidance for future DBER research In addition the findings and recommendations of this report may invite if not assist post secondary institutions to increase interest and research activity in DBER and improve its quality and usefulness across all natural science disciplines as well as guide instruction and assessment across natural science courses to improve student learning The book brings greater focus to issues of student attrition in the natural sciences that are related to the quality of instruction Discipline Based Education Research will be of interest to educators policy makers researchers scholars decision makers in universities government agencies curriculum developers research sponsors and education advocacy groups

Natural Selection Theory in Non-majors' Biology Dianne Leigh Anderson, 2003 Evolution by natural selection is the dominant and unifying theme in biology yet many college students hold alternative conceptions about the topic even after completing general biology To develop effective instructional strategies and track conceptual understanding it is useful to have a detailed assessment tool easily used with large classes This study presents the Conceptual Inventory of Natural Selection CINS a distractor driven twenty item multiple choice test that assesses understanding of ten concepts related to natural selection biotic potential stable populations limited natural resources limited survival variation within a population variation inherited differential survival change in populations origin of variation and origin of species Development refinement and field testing of individual CINS items are presented and validity readability reliability and factor analysis of

the CINS are described There was significant correlation between student performance on the posttest CINS and end of semester interviews suggesting that the CINS is a useful classroom tool The CINS was used as both a pretest and posttest to determine relative difficulty of the concepts among college students The three most challenging concepts were random origin of variation how populations change over time due to changing proportions of alleles and how new species originate Many students chose distractors including need as a driving force Results support the use of non traditional methods as only students in such classes demonstrated any improvement on the CINS posttest Pre and posttesting with the CINS was also used to assess relative effectiveness of using two types of supplemental reading materials selections from narrative non textbook sources or from other general biology textbooks in a general biology course These results suggest that specific content of readings was more important than style of the readings Implications for teaching both students and pre service teachers are described Software Solutions Joseph G. Massey,Brian J. Greber,Timothy M. Cooney,1985 **New Era -**

New Urgency F. Joseph Merlino,Deborah Pomeroy,2024-03-29 New Era New Urgency The Case for Repurposing Education explores the unprecedented realities and challenges associated with entering a new era such as catastrophic climate changes advanced artificial intelligence massive demographic shifts and worldwide digital disinformation campaigns This era calls for a new urgency in thinking about how we will educate present and future generations of young people This book is divided into four parts Part I describes the profound social technological and demographic changes that have occurred over four hundred years since the first English settlements in Massachusetts and Virginia Part II describes four shadows that have served to corrupt these purposes of education extreme wealth inequality nativism white supremacy and anti intellectualism Part III explores the illusions of educational reform that have over promised college and career success created an idolatry of math test scores conflated memorization of facts with conceptual understanding and confused multiple layers of policy agendas with progress Part IV depicts F Joseph Merlino and Deborah Pomeroy s twelve years of experience in Egypt Bosnia Herzegovina Turkey and the U S in helping to craft new purposes of education for model schools in their countries that reflect their aspirations for a new generation **Sociological Abstracts** Leo P. Chall,1980 Research in Education ,1974

Resources in Education ,1984 *Announcer* American Association of Physics Teachers,2003 **The SAGE Handbook of Personality Theory and Assessment** Gregory John Boyle,Gerald Matthews,Donald H. Saklofske,2008 About theories models and assessment methods used for understanding the many facets of human personality and individual differences It constitutes an essential resource for shaping the future of the scientific foundation of personality research measurement and practice **FIE '98, Tempe, Arizona** ,1998 **General Catalog** Iowa State University,1989

Journal of Biological Education ,1979 **Resources in Education** ,1993 **McGraw-Hill Yearbook of Science and Technology** ,1968 **Dissertation Abstracts International** ,1999 *Methodik Der Information in Der Medizin* ,1989 Abstracts of Papers Presented to the American Mathematical Society American Mathematical Society,2006

Writing Workshop in the Logic & Rhetoric of Molecular Biology George M. Malacinski, 1998

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