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The Extended Mind: The Power of Thinking Outside the Brain (Annie Murphy Paul)~~The RESILIENT School Leader with Merlyna Valentine Virtual AP Leadership Academy (Week 66)~~ Free English Class! Topic: Back to School! ~~Change Your Brain: Neuroscientist~~

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Harvard Biology Professor Refuses To Use The Term 'Pregnant People'
One big barrier for remote learning? Laboratory work

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for important science courses like AP Biology. WBZ-TV's Paula Ebben reports. Proposed Bill Would Allow Early And Mail-In Voting For Local ...

Eye On Education: At-Home Lab Kits Help Students Thrive Outside Classroom

A HARVARD professor who refused to use the term “pregnant people” rather than ‘woman’ has been accused of ‘transphobia’. Carole Hooven said that she and fellow experts at ...

Harvard professor Carole Hooven who refused to use term ‘pregnant people’ rather than ‘woman’ is accused of transphobia

"Lindsey is an exemplary educator and makes it a priority to inspire teachers and students outside of the classroom," said ... Bak won the 2019 Outstanding Biology Teacher Award, presented by ...

Andover High School Teacher Wins National Biotechnology Award

Carole Hooven, who has taught at Harvard for 20 years, on Wednesday spoke out against politically correct terminology 'infiltrating' her biology classrooms.

Harvard evolutionary biology prof blasted by diversity chief for dismissing term 'pregnant people'

Wahpeton Elementary School teacher Ashley Fliflet has been raising something in her suburban, downtown backyard for years. They don't take up much space, but they eat more than their body ...

The monarch metaphor

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The Department of Biology at Drexel features state-of-the-art ... Students learn through hands-on experiences gained in and outside of the classroom. As a leader in STEM education, from research in ...

Department of Biology

A Harvard professor of evolutionary biology named Carole Hooven is being branded as transphobic for insisting there are only two genders.

Harvard evolutionary biology professor trashed for not spewing ' woke ' ideas about gender

Octavia Hamilton started as a teacher's assistant. Now, she's one of three Black exceptional children's teachers in Asheville City Schools.

Community-focused teacher advocates for students in and out of classroom

A biology professor from Harvard University has been accused of transphobia for rejecting the term ' pregnant people ' . Carole Hooven, who has worked at the prestigious university for 20 years, has ...

Harvard Professor Accused Of Transphobia After Refusing To Say ' Pregnant People '

Lowell High School biology teacher Morgan Tierno '20, '21 says she knew she wanted to teach after her first classroom experience through UTeach ... they are learning and thinking about every day ...

UTeach Turns STEM Majors into Sought-After Teachers

Several local school districts are part of a project through the University of Rochester to push "justice-

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center science teaching." ...

Science teachers tackle COVID through social justice lens

Jeff Birdsley is the head coach of Urbana Park District's Nadiators swim team and an assistant coach in the Urbana High School swimming and diving program.

Urbana's Birdsley continues to make a splash with youth athletes

A controversial Florida high school teacher, who dubbed herself 'biology bombshell,' has resigned ... the alarm about the teacher's outrageous classroom antics, which allegedly included telling ...

Florida high school teacher, 39, resigns after being accused of making comments about sex

“ This is something that I ’ m really inclined to be interested in because I really loved Dr. Twigg ’ s Biology II class, ” she said. “ I just really liked him as a teacher and the greenhouse ...

More than pretty plants: UNK students, faculty use greenhouse for research

a high school teacher outside Rochester, N.Y. But others said that while Charles Darwin ’ s theory might be a guiding principle of biology, it should not be the only principle available to students.

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An indispensable tool for biology teacher educators, researchers, graduate students, and practising teachers, this book presents up-to-date research, addresses common misconceptions, and discusses the pedagogical content knowledge necessary for effective teaching of key topics in biology. Chapters cover core subjects such as molecular biology, genetics, ecology, and biotechnology, and tackle broader issues that cut across topics, such as learning environments, worldviews, and the nature of scientific inquiry and explanation. Written by leading experts on their respective topics from a range of countries across the world, this international book transcends national curricula and highlights global issues, problems, and trends in biology literacy.

Biology is where many of science's most exciting and relevant advances are taking place. Yet, many students leave school without having learned basic biology principles, and few are excited enough to continue in the sciences. Why is biology education failing? How can reform be accomplished? This book presents information and expert views from curriculum developers, teachers, and others, offering suggestions about major issues in biology education: what should we teach in biology and how should it be taught? How can we measure results? How should teachers be educated and certified? What obstacles are blocking reform?

This book shows how a wide range of contexts for learning science can be used outside of the classroom, and includes learning: at museums, science centres and planetaria from newspapers, magazines and through

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ICT at industrial sites and through science trails at zoos, farms, botanic gardens, residential centres and freshwater habitats in school grounds. With contributions from well known and respected practitioners in all fields of science education and through using case studies, Learning Science Outside the Classroom offers practical guidance for teachers, assistant teaching staff and student teachers involved in primary and secondary education. It will help enable them to widen the scientific experience and understanding of pupils. The advice in this book has been checked for safety by CLEAPSS.

The Committees report examines the wide range of outdoor learning experiences, from lessons held within school grounds to residential expeditions abroad, and considers the place of outdoor learning in the curriculum from foundation stage to higher education. Issues discussed include: the value of outdoor learning and the decline of opportunities for educational opportunities outside the classroom; the barriers that deter schools from teaching outside the classroom, including perceptions of risks in school trips, the resources and curriculum time available for such trips, availability and costs involved; policy options for the Department for Education and Skills to help encourage schools improve and expand provision for outdoor learning; and funding implications. The Committees recommendations include that the DfES should issue a Manifesto for Outdoor Learning which gives all students the right to outdoor learning and which should attract a similar funding level to the music manifesto (around £30 million) in order to deliver real change.

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Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. Science Teaching Reconsidered provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods--and the wonder--of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don't they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for

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further research.

This resource is ideal for anyone working with young people in grades 9-12, whether in schools or in non-formal educational settings. Richly illustrated, it offers fifty teaching strategies that promote learning about natural systems and foster critical thinking about environmental issues, both local and global. It contains new approaches to learning, strategies for living sustainably, and numerous activities that promote interdisciplinary learning. In addition, the book provides suggestions for how best to green individual subject areas, develop integrated learning programs, or replicate exemplary programs created by innovative schools and communities. Containing contributions from over sixty educators from across North America, the book 's strength lies in its diverse content. Readers learn how best to apply systems thinking, teach about controversial issues, and use a step-by-step approach to creative problem-solving in environmental projects. Also provided are instructions for measuring the ecological footprint of a high school, creating an indoor " living system " that cleans water, monitoring air quality with lichens, and using green technologies to help green school campuses. Many articles and activities engage teenagers in outdoor learning and community restoration projects. Suggestions are included for connecting students with special needs to the environment around them. Readers will find accessible background information and suggestions for many practical projects and activities. It is sure to appeal to a wide range of teachers, educators, and parents seeking innovative ideas for incorporating green themes into their programs. Tim Grant and Gail Littlejohn are the

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editors of Green Teacher magazine, North America's award-winning environmental teaching resource.

This book is a printed edition of the Special Issue "Teaching Methods in Science Subjects Promoting Sustainability" that was published in Education Sciences

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How

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learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

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