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This contributed volume focuses on understanding the educational strengths and weaknesses of mediated content (including media as a learning supplement), in comparison to traditional face-to-face learning. Each chapter includes research on, and a broad-brush summary of, approaches to combining life sciences education with educational technologies. The chapters are organized into four main sections, each of which focuses on a key question regarding the consequences of incorporating media into education. In this regard, the authors highlight how educational technology is both a bridge and barrier to student access and inclusivity. Further, they address the ongoing discussion as to whether students need to be present for lectures, and on how having agency in their own learning can improve both retention and conceptual understanding. To link the content to current events, the authors also shed light on the impact that the COVID-19 pandemic is having on the continuity of educational programs and on the growing importance of educational technologies. Consequently, the book offers life science educators valuable guidance on the technologies already available, and an outlook on what is yet to come.

Assessments, understood as tools for tracking what and how well students have learned, play a critical role in the classroom. Developing Assessments for the Next Generation Science Standards develops an approach to science assessment to meet the vision of science education for the future as it has been elaborated in A Framework for K-12 Science Education (Framework) and Next Generation Science Standards (NGSS). These documents are brand new and the changes they call for are barely under way, but the new assessments will be needed as soon as states and districts begin the process of implementing the NGSS and changing their approach to science education. The new Framework and the NGSS are designed to guide educators in significantly altering the way K-12 science is taught. The Framework is aimed at making science education more closely resemble the way scientists actually work and think, and making instruction reflect research on learning that demonstrates the importance of building coherent understandings over time. It structures science education around three dimensions - the practices through which scientists and engineers do their work, the key crosscutting concepts that cut across disciplines, and the core ideas of the disciplines - and argues that they should be interwoven in every aspect of science education, building in sophistication as students progress through grades K-12. Developing Assessments for the Next Generation Science Standards recommends strategies for developing assessments that yield valid measures of student proficiency in science as described in the new Framework. This report reviews recent and current work in science assessment to determine which aspects of the Framework's vision can be assessed with available techniques and what additional research and development will be needed to support an assessment system that fully meets that vision. The report offers a systems approach to science assessment, in which a range of assessment strategies are designed to answer different kinds of questions with appropriate degrees of specificity and provide results that complement one another. Developing Assessments for the Next Generation Science Standards makes the case that a science assessment system that meets the Framework's vision should consist of assessments designed to support classroom instruction, assessments designed to monitor science learning on a broader scale, and indicators designed to track opportunity to learn. New standards for science education make clear that new modes of assessment designed to measure the integrated learning they promote are essential. The recommendations of this report will be key to making sure that the dramatic changes in curriculum and instruction signaled by Framework and the NGSS reduce inequities in science education and raise the level of science education for all students.

Biomedical research results in the collection and storage of increasingly large and complex data sets. Preserving those data so that they are discoverable, accessible, and interpretable accelerates scientific discovery and improves health outcomes, but requires that researchers, data curators, and data archivists consider the long-term disposition of data and the costs of preserving, archiving, and promoting access to them. Life Cycle Decisions for Biomedical Data examines and assesses approaches and considerations for forecasting costs for preserving, archiving, and promoting access to biomedical research data. This report provides a comprehensive conceptual framework for cost-effective decision making that encourages data accessibility and reuse for researchers, data managers, data archivists, data scientists, and institutions that support platforms that enable biomedical research data preservation, discoverability, and use.

Many scientists and engineers consider themselves poor writers or find the writing process difficult. The good news is that you do not have to be a talented writer to produce a good scientific paper, but you do have to be a careful writer. In particular, writing for a peer-reviewed scientific or engineering journal requires learning and executing a specific formula for presenting scientific work. This book is all about teaching the style and conventions of writing for a peer-reviewed scientific journal. From structure to style, titles to tables, abstracts to author lists, this book gives practical advice about the process of writing a paper and getting it published.

Authoritative, thorough, and engaging, Life: The Science of Biology achieves an optimal balance of scholarship and teachability, never losing sight of either the science or the student. The first introductory text to present biological concepts through the research that revealed them, Life covers the full range of topics with an integrated experimental focus that flows naturally from the narrative. This approach helps to bring the drama of classic and cutting-edge research to the classroom - but always in the context of reinforcing core ideas and the innovative scientific thinking behind them. Students will experience biology not just as a litany of facts or a highlight reel of experiments, but as a rich, coherent discipline.

An encyclopedia designed especially to meet the needs of elementary, junior high, and senior high school students.

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