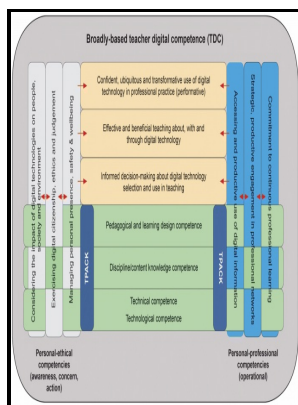


Investigating student interactions within a problem-based learning environment in biology

- - Enhancing senior high school student engagement and academic performance using an inclusive and scalable inquiry



Description: -

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Notes: 1

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In our search of the research literature, we found no published studies that focused primarily on characterizing and quantifying student resistance to active-learning strategies used in undergraduate biology classrooms.

Students' Perceptions of a Problem

Integrating concept mapping and the learning cycle to teach diffusion and osmosis concepts to high school biology students. Additionally, sharing the data may help students understand that their opinions as a class are not uniform, reiterating for them that it is not trivial to teach so many unique individuals in a single course and that the pedagogical decisions you make are meant to provide all students with access to learning. *Journal of College Science Teaching* 33 4 : 28—31.

Students' Perceptions of a Problem

While journal entries varied among the leaders, peer leaders generally reflected on how their workshop went for the week.

Student Learning about Biomolecular Self

Results Herein, findings of the influence of the PLTL training and leadership experience on undergraduate peer leaders are presented for both overall critical thinking skills scores, as well as five sub-scale scores. Studies of the effectiveness of PBL are of particular importance to PLTL because they are similar pedagogies.

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