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Answer Key To Inquiry Into Biology Chapter 16 Review Inquire Biology is a prototype of a new kind of intelligent textbook—one that answers st udents 'questions, engages their interest, and improves their understanding.

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Humans, especially children, are naturally curious. Yet, people often balk at the thought of learning science--the "eyes glazed over" syndrome. Teachers may find teaching science a major challenge in an era when science ranges from the hardly imaginable quark to the distant, blazing guasar. Inquiry and the National Science Education Standards is the book that educators have been waiting for--a practical guide to teaching inquiry and teaching through inquiry, as recommended by the National Science Education Standards. This will be an important resource for educators who must help school boards, parents, and teachers understand "why we can't teach the way we used to." "Inquiry" refers to the diverse ways in which scientists study the natural world and in which students grasp science knowledge and the methods by which that knowledge is produced. This book explains and illustrates how inquiry helps students learn science content, master how to do science, and understand the nature of science. This book explores the dimensions of teaching and learning science as inquiry for K-12 students across a range of science topics. Detailed examples help clarify when teachers should use the inquiry-based approach and how much structure, guidance, and coaching they should provide. The book dispels myths that may have discouraged educators from the inquiry-based approach and illuminates the subtle interplay between concepts, processes, and science as it is experienced in the classroom. Inquiry and the National Science Education Standards shows how to bring the standards to life, with features such as classroom vignettes exploring different kinds of inquiries for elementary, middle, and high school and Frequently Asked Questions for teachers, responding to common concerns such as obtaining teaching supplies. Turning to assessment, the committee discusses why assessment is important, looks at existing schemes and formats, and addresses how to involve students in assessing their own learning achievements. In addition, this book discusses administrative assistance, communication with parents, appropriate teacher evaluation, and other avenues to promoting and supporting this new teaching paradigm.

Advances in computer science and technology and in biology over the last several years have opened up the possibility for computing to help answer fundamental questions in biology and for biology to help with new approaches to computing. Making the most of the research opportunities at the interface of computing and biology requires the active participation of people from both fields. While past attempts have been made in this direction, circumstances today appear to be much more favorable for progress. To help take advantage of these opportunities, this study was requested of the NRC by the National Science Foundation, the Department of Defense, the National Institutes of Health, and the Department of Energy. The report provides the basis for establishing cross-disciplinary collaboration between biology and computing including an analysis of potential impediments and strategies for overcoming them. The report also presents a wealth of examples that should encourage students in the biological sciences to look for ways to enable them to be more effective users of computing in their studies.

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