



PROVINCE OF KWAZULU-NATAL  
DEPARTMENT OF EDUCATION

# GRADE 12 LIFE SCIENCES

## REVISION DOCUMENT

Learner's Book

August 2022

&

## CONTENT & METHODOLOGY WORKSHOP

Teacher's Resource

August 2022



# Lifescience Practical 2 Grade 11 2014

**Rachel S Tattersall**



## **Lifescience Practical 2 Grade 11 2014:**

**Subject Offerings and Enrollments, Grades 9-12** Diane Bochner Gertler,1965      **Active Learning in College Science** Joel J. Mintzes,Emily M. Walter,2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman s 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book s final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of na ve notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for      **Trends in Teaching Experimentation in the Life Sciences** Nancy J. Pelaez,Stephanie M. Gardner,Trevor R. Anderson,2022-05-11 This book is a guide for educators on how to develop and evaluate evidence based strategies for teaching biological experimentation to thereby improve existing and develop new curricula It unveils the flawed assumptions made at the classroom department and institutional level about what students are learning and what

help they might need to develop competence in biological experimentation Specific case studies illustrate a comprehensive list of key scientific competencies that unpack what it means to be a competent experimental life scientist It includes explicit evidence based guidelines for educators regarding the teaching learning and assessment of biological research competencies The book also provides practical teacher guides and exemplars of assignments and assessments It contains a complete analysis of the variety of tools developed thus far to assess learning in this domain This book contributes to the growth of public understanding of biological issues including scientific literacy and the crucial importance of evidence based decision making around public policy It will be beneficial to life science instructors biology education researchers and science administrators who aim to improve teaching in life science departments Chapters 6 12 14 and 22 are available open access under a Creative Commons Attribution 4 0 International License via link [springer.com](https://www.springer.com) *Subject Offerings and Enrollments*

United States. Education Office,1965 **POGIL** Shawn R. Simonson,2023-07-03 Process Oriented Guided Inquiry Learning POGIL is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines Beyond facilitating students mastery of a discipline it promotes vital educational outcomes such as communication skills and critical thinking Its active international community of practitioners provides accessible educational development and support for anyone developing related courses Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry The POGIL Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success develop curricular materials to assist this process conduct research expanding what is known about learning and teaching and provide professional development and collegiality from elementary teachers to college professors As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels This is an introduction to the process and the community Every POGIL classroom is different and is a reflection of the uniqueness of the particular context the institution department physical space student body and instructor but follows a common structure in which students work cooperatively in self managed small groups of three or four The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves based entirely on data provided in class not on prior reading of the textbook or other introduction to the topic The learning environment is structured to support the development of process skills such as teamwork effective communication information processing problem solving and critical thinking The instructor s role is to facilitate the development of student concepts and process skills not to simply deliver content to the students The first part of this book introduces the theoretical and philosophical foundations of POGIL pedagogy and summarizes the literature demonstrating its efficacy The second part of the book focusses on implementing POGIL covering the formation and effective management of student teams offering guidance on the selection and writing of

POGIL activities as well as on facilitation teaching large classes and assessment The book concludes with examples of implementation in STEM and non STEM disciplines as well as guidance on how to get started Appendices provide additional resources and information about The POGIL Project      *Circular* United States. Office of Education,      Continuing Education ,1973      **Readers' Guide to Periodical Literature** ,1911      **Biochemicals and Reagents for Life Science Research** Sigma Chemical Company,1999      Digest ,1904      *The Literary Digest* Edward Jewitt Wheeler,Isaac Kaufman Funk,William Seaver Woods,Arthur Stimson Draper,Wilfred John Funk,1904      **Techniques in the Life Sciences** ,1982      *Psychical Research Review* ,1915      *Literary Digest: a Repository of Contemporaneous Thought and Research as Presented in the Periodical Literature of the World* Edward Jewitt Wheeler,Isaac Kaufman Funk,William Seaver Woods,1904      **Yearbook of International Organizations 2013-2014 (Volumes 1a-1b)** Union Of International Associations,Union of International Associations,2013-06-21 Volume 1 A and B covers international organizations throughout the world comprising their aims activities and events      **Cornell University Courses of Study** Cornell University,2002      **A Concise Guide to Teaching With Desirable Difficulties** Diane Cummings Persellin,Mary Blythe Daniels,2023-07-03 This concise guidebook on desirable difficulties is designed to be a resource for academics who are interested in engaging students according to the findings of peer reviewed literature and best practices but do not have the time to immerse themselves in the scholarship of teaching and learning Intentionally brief the book is intended to summarize recent research on five aspects of desirable difficulties provide applications to the college classroom based on this research include special sections about teaching strategies that are based on best practices and offer annotated bibliographies and important citations for faculty who want to pursue additional study The book will provide a foundation for instructors to teach using evidence based strategies that will strengthen learning and retention in their classrooms In addition to chapters on the desirable difficulties the book also includes chapters on teaching first year and at risk students to embrace this approach on negotiating student resistance and on using this approach in teaching online      **The Publishers' Circular and Booksellers' Record of British and Foreign Literature** ,1893      *Publishers' circular and booksellers' record* ,1893      **Publishers' Circular and General Record of British and Foreign Literature, and Booksellers' Record** ,1893

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