

**Abstract** The third edition of the ASE's *Teaching Secondary Biology* sets out a vision for teaching and learning biology. Learning biology is not about learning the contents of a textbook. It is about conceptual learning, learning what it means to do biology and learning what it means to be a biologist. Our hope is that *Teaching Secondary Biology* helps teachers of biology to achieve these aims. The author team with whom we worked kept in mind a secondary teacher confronted with the task of teaching a specific topic, for example photosynthesis or evolution, and the preparation they would need to undertake. This article provides an overview of the book, which has sister volumes in chemistry and physics, and discusses ways in which teaching biology has much in common with teaching the other sciences, but is distinctive too.

In the third edition of the ASE's *Teaching Secondary Biology* (Reiss and Winterbottom, 2021), our aim as the two editors has been to help biology to be taught so that secondary students develop their conceptual understanding of the subject, are interested and inspired by it, and learn to connect ideas from different areas of biology.

The author team with whom we worked kept in mind a secondary teacher confronted with the task of teaching a specific topic, for example photosynthesis or evolution, and the preparation they would need to undertake. Some teachers will approach this task with a deep understanding of the topic. However, we kept in mind that not all teachers of secondary biology have a degree in the subject and that, even if they do, very few degrees cover all of secondary school biology. Indeed, excellent subject understanding is itself not enough for a teacher. For this reason, the chapters focus on *how* each topic might be taught so as to help students learn and to be inspired.

The third edition differs substantially from the second edition, which was published back in 2011. In part this is because of changes to the way the topics are now treated in secondary school biology. In part it is because of innovations in practical work and digital technologies. In part it is because of changes in thinking about the biology curriculum – including thinking that derives from the 'Big Ideas of Science' movement (Harlen *et al.*, 2015).

## Key concepts in biology

There are a number of key concepts in biology. Some are found in chemistry and physics too, such as the flow of energy and the circulation of materials. Many students find it difficult to understand that while both energy (the law of conservation of energy) and matter (the law of conservation of mass) are conserved, there is

a fundamental asymmetry, in that energy continuously dissipates, whereas matter circulates; this is true whether we are thinking at the cellular or ecosystem scale.

Many key concepts are specific to biology, including:

- **Reproduction.** No individuals are immortal and so all organisms need to give rise to individuals in future generations.
- **Heredity.** In giving rise to the next generation, organisms may split into two (asexual reproduction) or produce specialised structures that enable either sexual or asexual reproduction.
- **Evolution.** Over the generations, organisms change. A key insight of Charles Darwin and some other biologists, notably his contemporary, Alfred Russel Wallace, was that natural selection is an inevitable consequence of: the overproduction of offspring; what we now call genetics; and the pressures exercised on organisms by the environment.
- **Homeostasis.** All organisms are able to regulate their internal environments to a very considerable degree – though this is more apparent in some (e.g. most mammals and birds) than in others.

## Big Ideas in biology

An influential pair of reports that link the big ideas of science to the science curriculum were produced by Wynne Harlen and colleagues (Harlen *et al.*, 2010, 2015). In the 2010 report, Harlen and her colleagues came up with ten big ideas of science, of which four were of biology:

- Organisms are organised on a cellular basis.
- Organisms require a supply of energy and materials, for which they are often dependent on, or in competition with, other organisms.

# Teaching Secondary Biology

**Francis Ernest Lloyd, Maurice Alpheus  
Bigelow**

## Teaching Secondary Biology:

**Teaching Secondary Biology 3rd Edition** The Association For Science Education,2021-06-18 Enhance your teaching with expert advice and support for Key Stages 3 and 4 Biology from the Teaching Secondary series the trusted teacher s guide for NQTs non specialists and experienced teachers Written in association with ASE this updated edition provides best practice teaching strategies from academic experts and practising teachers Refresh your subject knowledge whatever your level of expertise Gain strategies for delivering the big ideas of science using suggested teaching sequences Engage students and develop their understanding with practical activities for each topic Enrich your lessons and extend knowledge beyond the curriculum with enhancement ideas Improve key skills with opportunities to introduce mathematics and scientific literacy highlighted throughout Support the use of technology with ideas for online tasks video suggestions and guidance on using cutting edge software Place science in context this book highlights where you can apply science theory to real life scenarios as well as how the content can be used to introduce different STEM careers Also available Teaching Secondary Chemistry Teaching Secondary Physics    **Teaching Secondary Biology** Michael Reiss,2011 A second edition of a practical guide to effective secondary school biology lessons    **Teaching Secondary Biology** Michael Reiss,1999 This widely acclaimed series provides highly practical guides aimed to help those teaching biology chemistry physics and scientific enquiry Teaching Secondary Biology is a practical guide to teaching biology to 11 16 year olds Chapters are subdivided into topics and for each topic the book includes previous knowledge a suggested teaching sequence further activities and enhancement ideas    **Teaching Secondary School Biology** Emmanuel Toili,Mary Esther Toili,William Toili,2019-04-15 This is the first edition of the book that focuses on equipping the pre service and the practicing teachers of biology with the current knowledge and skills in biology education The book is a response to the demand for such a book by practicing teachers teacher trainees and trainers in secondary school biology education The book targets students training to become biology teachers at the Diploma undergraduate and postgraduate levels The book will also be a useful resource material for practicing teachers of biology in secondary schools and quality assurance officers and teacher trainers in universities and colleges The book is based on the premise that potential teachers of biology are fairly well grounded in the various courses in botany and zoology which provide more advanced biological knowledge than what is prescribed in the syllabi for secondary schools The teachers are therefore required to adopt the advanced knowledge to suit the students in secondary schools This requires the teachers to use professional approaches that facilitate the learning of biology notwithstanding the advanced biological knowledge on the ground This book is about how we can help learners understand and appreciate the science of life The book is presented in a simple clear and Standard English language augmented with diagrammatic illustrations pictures and tables that are intended to motivate the reader The book has also several tasks and exercises to get the readers to reflect on what they read and to further extend their knowledge In addition the book provides a summary of the

information at the end of each chapter to help the reader recapitulate the content of the chapter **Teaching Secondary Biology**, 2011 This is a practical guide to teaching biology to 11-16 year olds Supported by the ASE the book provides support for non specialists and new teachers on the basic science for each topic plus extension ideas for more experienced teachers **Teaching Secondary Science: A Complete Guide** Adam Boxer, 2021-11-19 Teaching science is no simple task Science teachers must wrestle with highly abstract and demanding concepts ideas which have taken humanity's greatest minds thousands of years to formulate and refine Communicating these great and awesome theories involves careful forethought and planning We need to deliver crystal clear explanations guide students as they develop their embryonic knowledge and then release them to develop their thinking independently all the while curating and tending to their long term understanding as it develops over time In **Teaching Secondary Science A Complete Guide** Adam breaks down the complex art of teaching science into its component parts providing a concrete and comprehensive set of evidence informed steps to nurturing brilliant science students Adam hopes that you find this book interesting but his main aim is for you to find it useful Useful when it comes to sketching out your curriculum useful when preparing your explanations useful for mapping out how you will check student understanding and useful for all other aspects of science teaching This is a truly complete guide and science teachers of any experience will find it packed with ideas that are new challenging interesting and most importantly useful **Teaching Secondary Science** Keith Ross, Liz Lakin, Janet McKechnie, Jim Baker, 2010-02-25 A comprehensive guide to the various aspects of science teaching providing information and ideas about different approaches

**Teaching Secondary Biology for Social Relevance** G. Rex Meyer, 1995 **Aspects of Teaching Secondary Science** Sandra Amos, Richard Boohan, 2003-09-02 This book's structure reflects the different dimensions to learning science The first section focuses on the importance of talk in the science classroom while the second explores the key role of practical work The third section is concerned with the creative theoretical aspect of science Section four follows this by considering the communication of ideas and how pupils learn to participate in the discourse of the scientific community Section five emphasizes the place of science in the broader context considering its moral and ethical dimensions and its place in a cultural context Finally section six explores the complexity of the task faced by science teachers highlighting the knowledge and skills science teachers must acquire in order to create an environment in which students are motivated to learn science

**Teaching Secondary School Biology for Social Relevance** G. Rex Meyer, 1995 Since the 1960s biology teaching in secondary schools has been transformed from a formal approach reflecting the structure of the discipline and mirroring the concerns of the scientific community to a broad based approach reflecting the concerns of society as a whole The aim of biology education today is to heighten awareness improve students' self image understand the applications of biology in daily living and promote participation in societal decision making in areas such as science policy and in other socially significant matters with a basis in biology This book attempts to review aspects of this transformation and to describe exemplars and

case studies of curriculum trends teaching methods and assessment procedures which reflect the transformation Chapters include 1 Challenges for Biology Education 2 Curriculum Themes 3 Curriculum Structures 4 Biology For General Education 5 Selection of Curriculum Themes and Structures for General Education 6 Meeting Immediate Personal Needs 7 Meeting Immediate Community Needs 8 Developing Needs Biology Topics with a Future Orientation 9 Continuous Assessment 10 Assessing Cognitive Achievement 11 Assessing Attitudes Interests and Values 12 Assessing Manual Skills 13 The Issue of Public Examinations 14 School Facilities and Resources 15 Facilities and Resources Outside the School 16 Curriculum Development 17 Design of Learning Material and 18 Teacher Development JRH

### **Learning to Teach Science in the Secondary School**

Rob Toplis,2015-02-11 Learning to Teach Science in the Secondary School is an indispensable guide with a fresh approach to the process practice and reality of teaching and learning science in a busy secondary school This fourth edition has been fully updated in the light of changes to professional knowledge and practice and revisions to the national curriculum Written by experienced practitioners this popular textbook comprehensively covers the opportunities and challenges of teaching science in the secondary school It provides guidance on the knowledge and skills you need and understanding the science department at your school development of the science curriculum the nature of science and how science works biology chemistry physics and astronomy earth science planning for progression using schemes of work to support planning and evaluating lessons language in science practical work using ICT science for citizenship Sex and Health Education and learning outside the classroom assessment for learning and external assessment and examinations Every unit includes a clear chapter introduction learning objectives further reading lists of useful resources and specially designed tasks including those to support Masters Level work as well as cross referencing to essential advice in the core text Learning to Teach in the Secondary School sixth edition Learning to Teach Science in the Secondary School is designed to support student teachers through the transition from graduate scientist to practising science teacher while achieving the highest level of personal and professional development

*Improving Secondary Biology Teaching Techniques* Wesley Otto Sullivan,1959

*The Teaching of Biology in the Secondary School* Francis Ernest Lloyd,Maurice Alpheus Bigelow,1904

Teaching Secondary Science: a Complete Guide Adam Boxer,2021-09-21 Teaching science is no simple task Science teachers must wrestle with highly abstract and demanding concepts ideas which have taken humanity's greatest minds thousands of years to formulate and refine Communicating these great and awesome theories involves careful forethought and planning We need to deliver crystal clear explanations guide students as they develop their embryonic knowledge and then release them to develop their thinking independently all the while curating and tending to their long term understanding as it develops over time In Teaching Secondary Science A Complete Guide Adam breaks down the complex art of teaching science into its component parts providing a concrete and comprehensive set of evidence informed steps to nurturing brilliant science students Adam hopes that you finds this book interesting but his main aim is for you to find it

useful Useful when it comes to sketching out your curriculum useful when preparing your explanations useful for mapping out how you will check student understanding and useful for all other aspects of science teaching This is a truly complete guide and science teachers of any experience will find it packed with ideas that are new challenging interesting and most importantly useful *Biology in Secondary Schools and the Training of Biology Teachers* Charles William Finley,1926

*Teaching Biology in Schools* Kostas Kampourakis,Michael Reiss,2018-05-23 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 [TEACHING OF BIOLOGY IN THE SEC](#) Francis Ernest 1868-1947 Lloyd,Maurice Alpheus 1872-1955 Bigelow,2016-08-26 This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work was reproduced from the original artifact and remains as true to the original work as possible Therefore you will see the original copyright references library stamps as most of these works have been housed in our most important libraries around the world and other notations in the work This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work As a reproduction of a historical artifact this work may contain missing or blurred pages poor pictures errant marks etc Scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant *The Teaching of Biology in the Secondary School (Classic Reprint)* Francis E. Lloyd,2015-07-04 Excerpt from The Teaching of Biology in the Secondary School The advances which botany has made in America during the last twenty five years have been not alone in the science itself and in its economic phases but also in the field of education From being an occasional study it has become in our best schools a constant element in the curriculum Instead of the superficial examination of the external structures of flowers a study supposed to be rather of the nature of an accomplishment than a means for wholesome discipline the good course in botany of the present time presents the important ideas of all the phases of the science and is based upon the observation and experimentation of living plants These changes have made necessary the employment of teachers with a special mental equipment for their peculiar task From being taught incidentally botany has become the chief concern of a large body of men and women who have received the best training our schools have afforded The most important criticism which may be made

at the present time is that those who enter the profession of teaching in the field of botany and its allied subject zoology do so generally without any special consideration of the problems which they are called upon to face in their work It is to bring the student face to face with these problems and to prepare him for their intelligent consideration that this book has been written About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at [www.forgottenbooks.com](http://www.forgottenbooks.com) This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works

*The Teaching of Biology in the Secondary School* A. A Francis E. Lloyd, Ph. D Maurice A.

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