ENHANCING SCIENCE EDUCATION THROUGH TEACHING ORIGINS IN SCIENCE CLASSES

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TEACHING ORIGINS IN SCIENCE CLASS

TABLE OF CONTENTS

PREFACE

Visual # 1-1

Scientific methodology has been developing for many centuries. In general, science has been understood to deal with things that can be tested. That is, empirical science has to do with things that can be observed, tested, and repeated.

In recent years there has been a shift in science education so that many things that cannot be tested are now included as part of the curriculum. The so-called "historical sciences" such as evolutionary biology and historical geology do not have to do with how things operate in the present, but instead with hypotheses about how they reached their present condition due to processes in the unobservable past. They are usually presented without any indication that they could possibly be false. For instance, in many schools students are told that evolutionary stories such as humans evolving from apes are absolutely correct and may not be questioned. They are taught that only one mode of thinking is acceptable.

This book is written from a different perspective. Though the author's bias may be evident, the purpose of the material is not to make students believe the Biblical account of creation. Instead, its purpose is to show them that they should question everything presented to them in the name of science, in particular, the arguments for both creation and evolution. If they do, the author believes that they will come to view creation as a reasonable alternative that is worthy of their consideration. Even if they do not, they should be inspired to look beyond what their textbooks say as they become lifelong learners in search of truth.

There are many good classroom resources that deal with such empirical topics as chemistry and classical mechanics. However, there do not seem to be many resources to supplement the material presented concerning the historical sciences. In particular, few resources point out the problems in the material presented to students. This book is presented as such a resource. It is not intended to replace present classroom materials, but to supplement them. The focus will primarily be:

1. Whether life could have arisen from nonliving chemicals.
2. Whether the processes operating in cells could have arisen by random mutations/
3. Whether the fossil record shows that fish evolved into amphibians,
4. Whether the fossil record shows that amphibians evolved into reptiles.
5. Whether dinosaur fossils show anything about evolution.
6. Whether the fossil record shows that reptiles evolved into mammals.
7. Whether the fossil record shows that some sort of lower primates evolved into humans.