

## Biology Final Exam Review

### Safety:

1. What are 3 activities that are prohibited (not allowed) in the lab?

Give any 3 reasonable examples.

2. What is the first thing you should ALWAYS do before performing an experiment?

Read all directions carefully

3. If glass is broken in the lab how should it be handled?

Use a broom and dustpan to sweep up debris.

### Experimental Design

4. What are the steps of the scientific method in order?

Ask a question, make observations, develop a hypothesis, perform an experiment, analyze results, draw conclusions, publish your findings

5. Define IV and DV. How can you tell them apart?

IV - the variable to be manipulated and observed

DV - the variable being tested or measured

The IV can be identified because it is the variable the experimenter can change. The DV can be identified because the results cannot be controlled, but data can be collected.

6. Why is it important to have a control group?

The control group is the standard of comparison for the experimental groups

7. Why is it important to have constants in an experiment?

Constants help make sure that the results of the experiment are not due to inconsistencies in the way the experiment was conducted.

# 2nd Semester Biology Final Exam Review Packet

**Barbara Sorrow, Betty S. Lumpkin**



## 2nd Semester Biology Final Exam Review Packet:

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*Biology* Edward C. Gruber,1963      Playground and Recreation Director's Handbook Arco Publishing Company,1964

**Course-Based Undergraduate Research** Nancy H. Hensel,2023-07-03 Co published with the Council on

Undergraduate Research Undergraduate research has long been recognized as a high impact practice HIP but has unfortunately been offered only to juniors and seniors and to very few of them often in summer programs This book shows how to engage students in authentic research experiences built into the design of courses in the first two years thus making the experience available to a much greater number of students Research that is embedded in a course especially general education courses addresses the issue of how to expand undergraduate research to all students Research has shown that students who have early experiences in undergraduate research are more likely to pursue further research prior to and after graduation This is also an issue of social justice because it makes the benefits of undergraduate research available to students who must work during the academic year and in the summer It is widely accepted that the skills developed through undergraduate research help prepare students for their future careers The book addresses all aspects of the topic including What are appropriate expectations for research in the first two years How to design appropriate course based research for first and second year students How to mentor a class rather than individual students How students can disseminate the results of their research Possible citizen science projects appropriate for the first and second years Providing additional resources available to support course based research in the first two years Designed for faculty at four year and two year colleges and including examples from the sciences the social sciences and the humanities the strategies and methods described can be adapted to disciplines not specifically mentioned in the book Many faculty are hesitant to engage first and second year students in undergraduate research because they worry students don't know enough to conduct authentic research in their discipline because they worry about the time it will take to develop activities for these students and because they wonder how they can mentor a whole class of students doing research The authors have successfully dealt with these issues and provide examples of how it's done

**The 2002 Guide to the Evaluation of Educational Experiences in the Armed Services** American Council on Education,2002 Long considered to be the standard reference work in this area this three volume set describes more than 8 000 courses offered between January 1990 and the present by various service branches and the Department of Defense Long considered to be the standard reference work in this area this three volume set describes more than 8 000 courses offered between January 1990 and the present by various service branches and the Department of Defense Updated every two years      *Paperbound Books in Print* ,1966      **Ready for College** Michael

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