

ADDRESSING THE NATURE OF SCIENCE IN AN INTRODUCTORY BOTANY LABORATORY COURSE

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Abstract

This paper presents the results of an attempt to both address the nature of science in an introductory botany laboratory course and quantify the changes of the students' understanding of the nature of science. The course used primary literature in addition to traditional laboratory assignments to discuss the nature of science. The students were given a pre and post course survey which included open-ended responses as well as Likert items. This paper will present the results of the Likert items only.