

## **What relationship did you find in your research between students' understanding evolution and acceptance of evolution?**

This video was recorded at the Smithsonian's National Museum of Natural History on April 30, 2017

Jamie Jensen:           00:21           Yeah. I think the study she's referring to is the one that was published in 2015 and the control group... And it wasn't a loss. Well, yeah, kind of. We looked at the knowledge of evolution of the two sections at the end and the control group actually was statistically higher than the test group, in their knowledge of evolution at the end of the semester. (00:40) Now, there could be a variety of reasons for that. It could be that we gave up one class period to teach about the acceptance issue and the religious issue rather than focusing on evolution. But also, I want to point out that the test group was actually quite a bit bigger. There were more teachers, so there is a little bit more variability in the test group than there was in the control group. But, I mean, you are giving up class time. Now, the numbers were small and, looking longitudinally, there wasn't any difference in how much they actually retained, which is unfortunate that they don't retain very much.

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