

Oral Session 2**Tuesday****4:00 p.m.****Joanna Klein** | *University of Northwestern - St. Paul*

“Strategies for Engaging Students on Origins at a Christian University”

In my genetics courses I use the book, “*The Language of God*,” by Francis S. Collins, to engage, challenge, and educate students in the topic of science and faith integration. In this presentation I will describe my experience using this book and the supplemental resources and activities I also implement. Based on my observations, I will propose a study to test teaching methods and materials for educating on origins and put out a call for collaborators.

Oral Session 2**Tuesday****4:30 p.m.****Werner Riess and Christian Hoeger** | *University of Education Freiburg*

“What do German Pupils Think about Evolution and Creation? Insights into the Attitudes Toward Evolutionary Theory and Subjective Theories about Human Evolution”

In this presentation we first want to present results of different empirical studies about the attitudes of German students toward evolutionary theory. We try to show the impact of different factors, like knowledge about evolution, attitudes toward science, and religiousness on the acceptance of evolution. Secondly, we will present results of studies investigating the students’ precepts about the creation of man and human evolution. Three types of students could be identified when considering the origin of human beings.

Oral Session 3**Wednesday****1:30 p.m.****Ryan M. Bebej** | *Calvin College*

“The Tale of the Whale: An Ideal Case Study for Introducing the Evidence for Evolution”

An exploration of the evolutionary history of cetaceans (whales, dolphins, and porpoises) is an ideal case study for presenting the evidence for evolution in a way that is both concise and compelling. Evidence for cetaceans’ terrestrial ancestry comes from a wide variety of fields (e.g., paleontology, comparative anatomy, developmental biology, genetics, biogeography) and demonstrates the breadth and depth of the evidence for their evolution from terrestrial ancestors.

Oral Session 3**Wednesday****2:00 p.m.****John D. Mays** | *Novare Science & Math LLC*

“The Learner-Inquirer Approach to Addressing Evolution in Christian Schools”

Addressing evolution in evangelical Christian schools by asserting a definitive view—either for or against the theory—does not work, and inevitably leads to confusion and strife. Instead of assertion, Christian schools are encouraged to recognize that all of us—students and teachers alike—are still sorting through the scientific, theological, and soteriological implications of evolutionary theory. Thus, the best approach for now is to focus on teaching students to think, study, learn, and inquire on their own without settling for a simplistic or dogmatic point of view.

Oral Session 3**Wednesday****2:30 p.m.****Ravi S. Jain and Robbie Andreasen** | *The Geneva School*

“Lowering the Stakes on the Origins Discussion: Inverting the Biology Curriculum”

Over the past fifty years, quite independently of the origins debate, intellectuals and theologians have been challenging colleges and schools to reconsider their approach to natural science education. This talk will explore how reviving the natural history tradition to accompany the natural science tradition and inverting the biology curriculum (putting macro before micro) transforms the current educational approach to the natural world while also, surprisingly, lowering the stakes on the question of origins.