Contents

Introduction xiii
Corinne FORTIN and Julie GOBERT

Part 1. Teaching of Evolution and Beliefs 1

Chapter 1. Student Positions in Learning about Evolution in Relation to Religious Beliefs and Scientific Knowledge 3
Hanaa CHALAK, Marco BARROCA-PACCARD and Francis ROUQUET

1.1. Introduction 3
1.2. A look at French school curricula 4
1.3. Tensions between scientific knowledge and religious beliefs in the teaching of evolutionary theory 6
1.4. The compartmentalization of evolutionary knowledge and religious beliefs . . 7
1.5. A case study carried out in two 10th grade classes 9
1.5.1. Study of students' statements exclusively mobilizing scientific elements . 13
1.5.2. Study of students' statements that mainly mobilize elements related to religion 14
1.5.3. Study of students' statements that jointly mobilize scientific and religious elements 16
1.6. Discussion of the students' positions. 18
1.7. Conclusion 20
1.8. References 20

Chapter 2. Relationships between the Ideas of Randomness and Understanding of the Evolution of Life among French High School Students 23
Magali COUPAUD, Julie GOBERT, Jérémy CASTÉRA and Alice DELSERIEYS

2.1. Introduction 23
2.2. Multiple meanings of randomness in common thought and epistemological contributions 24

2.3. The UnRESt questionnaire: testing the understanding of randomness and the evolution of life among schoolchildren 27
2.3.1. Development of the UnRESt questionnaire. 27
2.3.2. The UnRESt questionnaire 28
2.4. Data analysis methodology 31
2.5. Results and discussion. 32
2.5.1. Students' conceptions of randomness 32
2.5.2. Influence of students' conceptions of randomness on their understanding of evolution 33
2.5.3. Various conceptions of randomness. 36
2.5.4. A lack of relationship between "contingency" randomness and the degree of understanding of the evolution of life. 36
2.5.5. A relationship between "probability" randomness and the degree of understanding of the evolution of life, according to the context of the items . . . 37
2.5.6. A relationship between "destiny" randomness and the degree of understanding of the evolution of life 38
2.6. Conclusion 38
2.7. Appendix 39
2.8. References 40

Chapter 3. The Theory of Evolution: Possible Tensions between Science and Religious Beliefs 45
José Luis WOLFS

3.1. Introduction 45
3.2. Theoretically possible positions between science and religious beliefs 46
3.3. Conceptions of the secularization of science among students from 16 countries 49
3.4. Some factors that may influence a secularized view of science and students' conceptions of evolutionary theory. 54
3.4.1. Factors likely to influence a secularized conception of science. 58
3.4.2. Factors that may influence students' representations (knowledge vs. beliefs) about evolutionary theory 60
3.4.3. The effect of views on the secularization of science on the degree of knowledge and agreement with the theory of evolution 63
3.4.4. Effect of relationship with the Scriptures on the degree of knowledge of and agreement with the Darwinian theory of evolution 64
3.5. Some conclusions and avenues for reflection at the pedagogical and didactic level 64
3.6. References 68

Part 2. Teaching Evolution: Educational and Training Issues 71

Chapter 4. If Nothing Makes Sense without Evolution, What Sense Can Be Made of the Biology Content of the Official French School Curriculum? 73
Marco BARROCA-PACCARD

4.1. Introduction 73
4.2. The place of evolutionary theory in the teaching of biology 74
4.3. Methodology 76
4.4. Analysis of the entire biology school curriculum 78
4.5. Analysis of evolutionary and genetic themes (class 2) 81
4.5.1. Overall analysis of the evolutionary and genetic themes 81
4.5.2. A look back at the evolutionary themes of the "history of life" theme in high school senior year (BO special edition No. 8 of 2019) 84
4.6. Discussion and conclusion 85
4.7. References 86
Academic programs 88

Chapter 5. What if the Chimpanzee Belonged to the Genus *Homo*? Circulation of Knowledge and Curricular Re-Problematization 89
Corinne FORTIN

5.1. Introduction 89
5.2. Conceptual framework of curricular re-problematization in the didactic approach 90
5.3. The circulation of knowledge relating to the genus *Homo* 92
5.4. Indicators of the scientific problematization of the genus *Homo* 93
5.5. Indicators of curricular re-problematizations of the genus *Homo* 97
5.5.1. Curricula of competitive examinations for the recruitment of teachers . . 98
5.5.2. School curricula 101
5.6. Circulation of knowledge and re-problematization of the genus *Homo* 105
5.7. To renew the circulation of knowledge: new ways of thinking about curricular re-problematization 108
5.8. Conclusion 110
5.9. References 111

Chapter 6. The Current "Synthesis versus Extended Theory of Evolution" Controversy: A Training Opportunity about the Nature of Science 117
Magali FUCHS-GALLEZOT and Corinne FORTIN

6.1. Introduction 117
6.2. Contemporary controversies: between uncertainties and disagreements 118
6.3. Nature of science through contemporary controversies 120

6.3.1. Teachers' visions of science and difficulties in teaching NoS 120
6.3.2. Characterization of NoS for thinking about training content on science . . 121
6.3.3. Characterization of contemporary scientific controversies 124
6.4. Main epistemological issues of the MEST/EEST controversy. 126
6.5. The MEST/EEST controversy: an opportunity for teacher education? 129
6.6. Conclusion 134
6.7. References 135

Chapter 7. Historical Controversy over the Ages of the Earth and the Necessity for Deep Time for Darwinian Selection: Its Reception in Teacher Education 139
Patricia CRÉPIN-OBERT

7.1. Context and issues 139
7.2. The historical construction of the problem of the age of the Earth via a founding text by Darwin 140
7.2.1. A problem federated by a scientific community 141
7.2.2. A problem co-constructed between facts and explanations in an evolutionary framework 142
7.2.3. A problem trying to be solved by quantitative reasoning 144
7.2.4. A problem, object of controversy between historical science and experimental science. 146
7.3. Epistemological insights and the problematization of the age of the Earth . . . 148
7.3.1. Short time versus long time: a major and recurrent obstacle in the history of science. 148
7.3.2. From an assertoric knowledge to an apodictic knowledge 149
7.3.3. Learning objectives with an epistemological purpose refocused on the construction of a historical problem 151
7.4. Problem and research questions 154
7.5. Teacher training scenario and data collection 155
7.5.1. First training period: emergence and collection of initial representations on the age of the Earth. 156
7.5.2. Second training period: plurality of methods on the ages of the Earth during three centuries 157
7.5.3. Third training period: study of a historical source and collection of teachers' productions 157
7.6. Results 158
7.6.1. The same heterogeneity in the spontaneous responses of the trainees and the misconceptions of the pupils in 9th grade 158
7.6.2. Personal conceptions in the epistemology of science out of step with the activity of a scientist 160
7.7. Conclusion and outlook 163

7.8. References 164
7.8.1. Contemporary references. 164
7.8.2. Historical sources 167

Chapter 8. The "Conceptual Landscape" of Evolution: A Possible Instrument for Training of Earth and Life Sciences Teachers 169
Fabienne PAULIN

8.1. Introduction 169
8.2. Evolution: greater visibility of epistemological diversity 171
8.2.1. A proposal that persists, gradualism that fades. 171
8.2.2. Epistemological openness and the diversity of evolutionary problems. . . 173
8.3. Construction of conceptual landscapes 176
8.3.1. The association network 177
8.3.2. Data collection and processing. 178
8.3.3. Conceptual landscape analysis grid 180
8.4. Results 182
8.4.1. Association networks and conceptual networks 182
8.4.2. The conceptual landscape of researchers 183
8.4.3. The conceptual landscape of ELS teachers 184
8.4.4. The conceptual landscape of students in the high school senior class . . . 186
8.5. Discussion 188
8.5.1. Conceptual landscapes: the dominant place of selection and Darwin: the imprint of STE? 188
8.5.2. Researchers on the side of "processes" and causes, teachers on the side of "patterns" and effects 189
8.5.3. A fragmented conceptual network among teachers, more homogeneous among researchers 191
8.6. Conclusion 192
8.7. References 193

Part 3. Teaching Evolution: Conceptions and Obstacles 199

Chapter 9. Building a Reasoned History of the Living World at School: Under What Conditions? 201
Denise ORANGE RAVACHOL

9.1. Introduction 201
9.2. The history of the living at the heart of societal concerns 202
9.3. Problematizing to think about a reasoned history of the living 203
9.4. Safeguards and specificity of reasoning in historical problematization 206
9.5. Reconstruction of biological crises. 208
9.6. The reconstruction of the origin of life. 212

9.7. Conclusion and didactic perspectives 215
9.7.1. To free oneself from explanations in short stories (storytelling) 216
9.7.2. Mobilizing safeguards to avoid first-level catastrophism 216
9.7.3. Thinking about the contingency that makes an event by coupling the "rewinding/unwinding" of history 217
9.8. References 218

Chapter 10. The Concept of Species in Thinking about Evolution and the Scientific Classification of Living Things: Comparative Approach at Different School Levels 221
Yann LHOSTE

10.1. Introduction 221
10.2. Species as an obstacle to the teaching of biology 223
10.2.1. Epistemological approach 223
10.2.2. The concept of species: an objective-obstacle? 226
10.3. Theoretical and methodological framework 226
10.3.1. Modeling teaching and learning situations in terms of structuring contexts 226
10.3.2. Problematic and research question 227
10.4. First didactic investigation: a case study on evolution in 11th-grade 228
10.4.1. The device 228
10.4.2. Analysis of an extract from the scientific debate 228
10.4.3. Conclusion of this first case study 231
10.5. Second didactic investigation: a case study on the classification of life in kindergarten and 1st-grade 232
10.5.1. The device 232
10.5.2. Didactic analyses 232
10.5.3. Conclusion of this second case study 238
10.6. Discussion and conclusion. 238
10.7. Appendix 239
10.8. References 240

Chapter 11. Conditions for the Construction of the Darwinian Concept of Natural Selection by 6th-Grade Pupils in French-Speaking Belgium 243
Jean-François PONCELET, Christian ORANGE and Jean-Christophe DE BISEAU

11.1. Introduction 243
11.1.1. Natural selection 244
11.1.2. Epistemological obstacles… 246
11.1.3. …to students' conceptions 248
11.1.4. The value of problematization in understanding the learning of natural selection 250

11.2. Analysis device and methodology 252
11.2.1. Didactic intervention 255
11.3. Results. 260
11.3.1. Individual student explanations at the beginning and end of the sequence 260
11.3.2. Dynamics of the construction of the concept of natural selection 265
11.4. Conclusion 269
11.5. References 270

Chapter 12. Obstacles and Challenges in Teaching Probabilistic Population Thinking in Evolutionary Biology – A Case Study 273
Julie GOBERT and Laurent THEIS

12.1. Introduction 273
12.2. Epistemological anchoring 274
12.2.1. Strict Laplacian determinism is incompatible with the construction of evolutionary explanations 274
12.2.2. Use of probabilities in evolutionary concepts 276
12.2.3. Probability: the specificities of probabilistic thinking and the approaches used in the mathematics classroom 283
12.2.4. Some ideas to consider the difficulties of linking probability with the teaching of evolution in the ELS class 285
12.3. Background to data collection and methodology 286
12.4. Analysis of teacher and student activity during group discussion 289
12.4.1. Students' initial predictions about the evolution of the moth population (*Biston betularia*) 289
12.4.2. Teacher's aims to bring out the ideas of survival and differential predation 292
12.4.3. A presentation of the model from a deterministic perspective. 294
12.5. Discussion and conclusion. 296
12.6. References 297
Academic programs 299

Conclusion 301
Corinne FORTIN and Julie GOBERT

List of Authors 303

Index. 305