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A study on the effect of worldview based instruction on students' understandings of and views on origin of life and evolution
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가

(, 2003; , 1996; , 1993; Clough & Wood-Robinson, 1985; Brumby, 1984).

(National Academy of Science, 1998; The Woodrow Wilson National Fellowship Foundation, 1995)

(, 2003; , 2001; , 2000).

가

가

. Blackwell (2003) (belief system)

. Meadows (2000) Dagher & Boujaoude (1997) (,)

가가

Brem (2002) ,

(2000)

가

(, 2004; , 1999; Kim, 2004; Rutledge & Warden, 2000; Smith, 1994; Zimmerman, 1987). Zimmerman

77%

(evolution)가 , 17%

(creationism)

가 37.6% . 17
 Kim(2004)
 20 ~ 40%가
 , 가
 가
 50% (, 2004; , 1999).
 ()
 가
 . Futuyma Lewontin
 가 (Gish, 1995).
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 ,
 (, 2000, p. 155).
 가 가
 (Smith & Scharmann,
 1998; Kurvink, 1995; Scharmann, 1993).
 ,
 가
 (The Ohio Department of Education, 2002, 2004; Brown &
 Parker, 2004). 가 가
 가
 . 2004 LA
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 7
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1)

가 (The teaching-the controversy) (The Ohio Department of Education, 2004), Lawson (1999) 가 -

, (1991) , 가 (, 2000) . Lawson 가 -

가 - -

가 Lawson

3 4 -

- 가

가 51)

가

가 , 4/4 - 1

1) Origins: How the world came to be , Standard Media International (Hilversum, Netherlands) Eden Films (Elmwood, Illinois, USA)

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2 . 2 , 3 , 4 .

2) - . 15

2003 10 , ,

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2 가 4

A 2

. A 4 147

. B 가 17

. B 1 36

B 가

. A B 가 가 Table 1 .

Table 1. Religions of Teachers A and B's students

Religion	Student number (%)
Christianity	61(33.3)
Catholicism	18(9.8)
Buddhism	26(14.2)
Other	1(0.6)
None	77(42.1)
Total	183(100.0)

7,

(2002)

가 7

0.81 , B

1)

가 A

가 . ,

A

가 A B
 가

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 . B ‘ 가 가
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가

45

4)

A 7

'가 58%, '가 25%, '가 17%

B 7

가 53%, 가 36%, 가 11%

A '가 36%, '가 53%, '가 11%

B '가 41%, '가 48%, '가 11%

(Table 2).

Table 2. Average percent of responses before and after instruction

Teacher (Instruction)	N	Agree	Disagree	I don't know	Total
A (Before)	147	58%	25%	17%	100%
A (After)	147	36%	53%	11%	100%
B (Before)	36	53%	36%	11%	100%
B (After)	36	41%	48%	11%	100%

가

가

가

5)

81.5%가 ‘ , 18.5%가 ‘ , 80.4%가 ‘ , 19.6%가 ‘ , 19.6%가 ‘ , 80.4% 가 ‘ , 80% 가

가

(Table 3).

Table 3. Degree of preference, difficulty and fun

Degree of preference	N(%)	Total
Like	141(81.5)	173(100.0)
Dislike	32(18.5)	
Degree of difficulty	N(%)	Total
Easy	35(19.6)	179(100.0)
Difficult	144(80.4)	
Degree of fun	N(%)	Total
Fun	144(80.4)	179(100.0)
Boring	35(19.6)	

가 59%가 , 10%가 가 61%가 , 20%가 가 57%가

가 가
51%가 , 24%가

(Table 4).

Table 4. Students' perceptions and attitudes on the teaching model

Responses Questions (Did this instruction.....?)	Agree	Disagree	I don't know	Total
stimulate your thoughts	109(59.2)	18(9.8)	57(31.0)	184(100.0)
help understand evolution	112(60.9)	37(20.1)	35(19.0)	184(100.0)
help think alternatives to evolution	134(72.8)	23(12.5)	27(14.7)	184(100.0)
help nurture critical thinking	105(57.1)	19(10.3)	60(25.0)	184(100.0)
change your view on origin	94(51.1)	44(23.9)	46(25.0)	184(100.0)
help learn inquiry	119(64.7)	17(9.2)	48(26.1)	184(100.0)
help motivate learning of origin	83(45.1)	50(27.2)	51(27.7)	184(100.0)

A B
A
B

가

4.

가

(Krabbe & Polivka, 1990; Lawson, 1999; The Ohio Department of Education, 2004).

A 가 가

58%

25%

17%

. B 가 가

53%,

36%, 11%

(, 2002).

가

가

가

가

가

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Gish(1995)

가

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(2002). _____.

_____, (2003). _____, 23(5), 505-516.

(1996). _____.

(2004). _____

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(1993). _____.

_____, (2000). _____, 20(4), 582-598.

(1991). _____.

_____, (1999). _____.

_____, 19, 64-80.

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