Science Can Be Fun?
A Look At Student Attitudes Towards Science After Completing A Year-Long Biology Course Taught Using Agriculture As The Context

Balschweid, M.A. Science Can Be Fun? A Look at Student Attitudes Towards Science after Completing a Year-Long Biology Course Taught using Agriculture as the Context. Purdue University, West Lafayette, IN

PURPOSE
The purpose of this study was to determine the attitudes of biology students who had completed a yearlong, introductory biology course that was taught utilizing animal agriculture as the context.

ABSTRACT
The purpose of this study was to determine the attitudes of biology students who had completed a yearlong, introductory biology course that was taught utilizing animal agriculture as the context. The population for the study consisted of all students who enrolled in the biology course over a six year time period. Specific research questions sought to determine student attitudes towards science and the relationship of science with agriculture as a result of taking the biology course described.

Students were positive towards the relationship between science and agriculture when asked for their perceptions; however they had less certainty about their desire to work in a field of science that involved animals and/or animal agriculture. Students agreed that as a result of taking the biology class that was taught using animal agriculture that they appreciated science more than they did before the class. Students were in agreement that as a result of the biology class they understand biology better and believe they retained the information better when compared to other biology classes they’ve taken that didn’t emphasize animal agriculture.