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### *On the Cover*

Despite numerous developments in evolution education practices and tools, many undergraduates still have difficulty understanding and applying evolutionary concepts or reject evolutionary theory. A study by Joel K. Abraham and colleagues (see page 152) identified some of the alternate conceptions undergraduates have about macroevolutionary processes, and measured the effect of a short lesson on student conceptions and acceptance of evolutionary theory. During the lesson, students manipulate traits of simulated lizards and compare the distribution of shared traits in two situations: evolution with descent by modification, and independent creation. They use these trait distributions to make and test predictions about the fossil record. Cover shows one exercise in the computer-based implementation of the lesson, Evolutionary Evidence, from SimBio Virtual Labs ([www.simbio.com](http://www.simbio.com)).