

The cover features a collage of scientific and technological images. The top right shows a close-up of a circuit board with gold traces. The bottom left shows a blue-tinted image of a molecular model with green spheres and blue/yellow rods. The bottom right is a dark grey panel containing the title and publisher information.

# BIO

# 2010

TRANSFORMING  
UNDERGRADUATE  
EDUCATION  
FOR FUTURE  
RESEARCH  
BIOLOGISTS

NATIONAL RESEARCH COUNCIL  
OF THE NATIONAL ACADEMIES

# Bio2010 Transforming Undergraduate Education For Future Research Biologists

**Bibliotheca Alexandrina, National  
Research Council, Division on Earth  
and Life Studies, Board on Life  
Sciences, Committee on Developing a  
Framework for an International  
Faculty Development Project on  
Education about Research in the Life  
Sciences with Dual Use Potential**

## **Bio2010 Transforming Undergraduate Education For Future Research Biologists:**

BIO2010 National Research Council, Division on Earth and Life Studies, Board on Life Sciences, Committee on Undergraduate Biology Education to Prepare Research Scientists for the 21st Century, 2003-02-13 Biological sciences have been revolutionized not only in the way research is conducted with the introduction of techniques such as recombinant DNA and digital technology but also in how research findings are communicated among professionals and to the public Yet the undergraduate programs that train biology researchers remain much the same as they were before these fundamental changes came on the scene This new volume provides a blueprint for bringing undergraduate biology education up to the speed of today's research fast track It includes recommendations for teaching the next generation of life science investigators through Building a strong interdisciplinary curriculum that includes physical science information technology and mathematics Eliminating the administrative and financial barriers to cross departmental collaboration Evaluating the impact of medical college admissions testing on undergraduate biology education Creating early opportunities for independent research Designing meaningful laboratory experiences into the curriculum The committee presents a dozen brief case studies of exemplary programs at leading institutions and lists many resources for biology educators This volume will be important to biology faculty administrators practitioners professional societies research and education funders and the biotechnology industry     Transforming Agricultural Education for a Changing World National Research Council, Division on Earth and Life Studies, Board on Life Sciences, Board on Agriculture and Natural Resources, Committee on a Leadership Summit to Effect Change in Teaching and Learning, 2009-11-16 During the next ten years colleges of agriculture will be challenged to transform their role in higher education and their relationship to the evolving global food and agricultural enterprise If successful agriculture colleges will emerge as an important venue for scholars and stakeholders to address some of the most complex and urgent problems facing society Such a transformation could reestablish and sustain the historical position of the college of agriculture as a cornerstone institution in academe but for that to occur a rapid and concerted effort by our higher education system is needed to shape their academic focus around the reality of issues that define the world's systems of food and agriculture and to refashion the way in which they foster knowledge of those complex systems in their students Although there is no single approach to transforming agricultural education a commitment to change is imperative     *Key Competences in Physics Teaching and Learning* Tomasz Greczyło, Ewa Dębowska, 2016-09-22 This book presents a selection of the best contributions to GIREP EPEC 2015 the Conference of the International Research Group on Physics Teaching GIREP and the European Physical Society's Physics Education Division EPS PED It introduces readers interested in the field to the problem of identifying strategies and tools to improve physics teaching and learning so as to convey Key Competences and help students acquire them The main topic of the conference was Key Competences KC in physics teaching and learning in the form of knowledge skills and attitudes that are fundamental for every member of society

Given the role of physics as a field strongly connected not only to digital competence but also to several other Key Competences this conference provided a forum for in depth discussions of related issues Barriers and Opportunities for 2-Year and 4-Year STEM Degrees National Academies of Sciences, Engineering, and Medicine, National Academy of Engineering, Policy and Global Affairs, Board on Higher Education and Workforce, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on Barriers and Opportunities in Completing 2-Year and 4-Year STEM Degrees, 2016-05-18 Nearly 40 percent of the students entering 2 and 4 year postsecondary institutions indicated their intention to major in science technology engineering and mathematics STEM in 2012 But the barriers to students realizing their ambitions are reflected in the fact that about half of those with the intention to earn a STEM bachelor's degree and more than two thirds intending to earn a STEM associate's degree fail to earn these degrees 4 to 6 years after their initial enrollment Many of those who do obtain a degree take longer than the advertised length of the programs thus raising the cost of their education Are the STEM educational pathways any less efficient than for other fields of study How might the losses be stemmed and greater efficiencies realized These questions and others are at the heart of this study Barriers and Opportunities for 2 Year and 4 Year STEM Degrees reviews research on the roles that people processes and institutions play in 2 and 4 year STEM degree production This study pays special attention to the factors that influence students decisions to enter stay in or leave STEM majors quality of instruction grading policies course sequences undergraduate learning environments student supports co curricular activities students general academic preparedness and competence in science family background and governmental and institutional policies that affect STEM educational pathways Because many students do not take the traditional 4 year path to a STEM undergraduate degree Barriers and Opportunities describes several other common pathways and also reviews what happens to those who do not complete the journey to a degree This book describes the major changes in student demographics how students view value and utilize programs of higher education and how institutions can adapt to support successful student outcomes In doing so Barriers and Opportunities questions whether definitions and characteristics of what constitutes success in STEM should change As this book explores these issues it identifies where further research is needed to build a system that works for all students who aspire to STEM degrees The conclusions of this report lay out the steps that faculty STEM departments colleges and universities professional societies and others can take to improve STEM education for all students interested in a STEM degree **40 Inquiry Exercises for the College Biology Lab** A. Daniel Johnson, 2009 Drawing from the author's own work as a lab developer coordinator and instructor this one of a kind text for college biology teachers uses the inquiry method in presenting 40 different lab exercises that make complicated biology subjects accessible to major and nonmajors alike The volume offers a review of various aspects of inquiry including teaching techniques and covers 16 biology topics including DNA isolation and analysis properties of enzymes and metabolism and oxygen consumption Student and teacher pages are provided for each of the 16 topics

Biology Education for Social and Sustainable Development Mijung Kim, C. H. Diong, 2012-10-20 In an era of globalization and urbanization various social economic and environmental challenges surround advances in modern biological sciences Considering how biological knowledge and practice are intrinsically related to building a sustainable relationship between nature and human society the roles of biology education need to be rethought to respond to issues and changes to life in this biocentury This book is a compilation of selected papers from the Twenty Third Biennial Conference of the Asian Association for Biology Education 2010 The title Biology Education for Social and Sustainable Development demonstrates how rethinking and reconstruction of biology education in the Asia Pacific region are increasingly grounded in deep understandings of what counts as valuable local knowledge practices culture and ideologies for national and global issues and education for sustainable development The 42 papers by eminent science educators from Australia China Philippines Singapore Taiwan and the U S represent a diversity of views understandings and practices in biology education for sustainable development from school to university in diverse education systems and social cultural settings in the Asia Pacific region and beyond The book is an invaluable resource and essential reference for researchers and educators on Asian perspectives and practices on biology education for social and sustainable development *Inspired by Biology* National Research Council, Division on Earth and Life Studies, Board on Life Sciences, Division on Engineering and Physical Sciences, Board on Physics and Astronomy, Solid State Sciences Committee, Committee on Biomolecular Materials and Processes, 2008-07-17 Scientists have long desired to create synthetic systems that function with the precision and efficiency of biological systems Using new techniques researchers are now uncovering principles that could allow the creation of synthetic materials that can perform tasks as precise as biological systems To assess the current work and future promise of the biology materials science intersection the Department of Energy and the National Science Foundation asked the NRC to identify the most compelling questions and opportunities at this interface suggest strategies to address them and consider connections with national priorities such as healthcare and economic growth This book presents a discussion of principles governing biomaterial design a description of advanced materials for selected functions such as energy and national security an assessment of biomolecular materials research tools and an examination of infrastructure and resources for bridging biological and materials science Math and Bio 2010 Lynn Arthur Steen, 2005 Math and bio 2010 grew out of Meeting the Challenges Education across the Biological Mathematical and Computer Sciences a joint project of the Mathematical Association of America MAA the National Science Foundation Division of Undergraduate Education NSF DUE the National Institute of General Medical Sciences NIGMS the American Association for the Advancement of Science AAAS and the American Society for Microbiology ASM Foreword p vi **BIOCHEMISTRY AND MOLECULAR BIOLOGY** Mrs. Arshi Naim, Ms. Irmanaaz Bee, Ms. Saiqua Erum, Dr. Anshu Gautam, 2025-05-29 Biochemistry and molecular biology are closely intertwined fields that provide a deep understanding of the molecular mechanisms driving the processes of life Biochemistry focuses on the

chemical substances and essential reactions that occur within living organisms studying biomolecules such as proteins lipids carbohydrates and nucleic acids Molecular biology on the other hand examines the intricate regulatory processes involving DNA RNA and protein synthesis focusing on how genetic information is stored expressed and regulated at the molecular level Together these disciplines provide insight into the fundamental aspects of metabolism cell signaling enzymatic activity and the complex pathways that sustain cellular and organismal function Research in biochemistry and molecular biology is pivotal in unraveling the molecular basis of diseases leading to groundbreaking advances in drug design genetic engineering and biotechnology Techniques like gene editing e g CRISPR proteomics and bioinformatics have revolutionized the ability to manipulate biological systems allowing for precision medicine that targets specific genes or molecular pathways Moreover the development of synthetic biology has paved the way for engineering organisms with novel traits offering solutions for health agriculture and environmental sustainability In healthcare understanding molecular biology at the genomic level has advanced personalized treatments for cancer cardiovascular diseases and genetic disorders Similarly biochemistry plays a key role in drug discovery enabling the design of molecules that can modulate biochemical pathways to treat various conditions Molecular biology s contribution to vaccine development such as the rapid production of mRNA vaccines exemplifies the potential of this field in addressing global health challenges In agriculture molecular biology has facilitated the creation of genetically modified crops that are more resistant to pests diseases and environmental stresses thus improving food security Biochemically engineered enzymes and microorganisms are also critical in industrial applications including the production of biofuels pharmaceuticals and biodegradable materials As these fields continue to evolve biochemistry and molecular biology remain at the forefront of scientific innovation offering profound insights into the molecular machinery of life and fostering the development of novel therapies technologies and sustainable practices to enhance human well being and address global challenges

**Undergraduate Mathematics for the Life Sciences** Glenn Ledder, Jenna P. Carpenter, Timothy D. Comar, 2013 There is a gap between the extensive mathematics background that is beneficial to biologists and the minimal mathematics background biology students acquire in their courses The result is an undergraduate education in biology with very little quantitative content New mathematics courses must be devised with the needs of biology students in mind In this volume authors from a variety of institutions address some of the problems involved in reforming mathematics curricula for biology students The problems are sorted into three themes Models Processes and Directions It is difficult for mathematicians to generate curriculum ideas for the training of biologists so a number of the curriculum models that have been introduced at various institutions comprise the Models section Processes deals with taking that great course and making sure it is institutionalized in both the biology department as a requirement and in the mathematics department as a course that will live on even if the creator of the course is no longer on the faculty Directions looks to the future with each paper laying out a case for pedagogical developments that the authors would like to see

*Improving Quality in American Higher Education* Richard Arum, Josipa Roksa, Amanda Cook, 2016-05-02 An ambitious comprehensive reimagining of 21st century higher education *Improving Quality in American Higher Education* outlines the fundamental concepts and competencies society demands from today's college graduates and provides a vision of the future for students, faculty, and administrators. Based on a national multidisciplinary effort to define and measure learning outcomes, the Measuring College Learning project, this book identifies essential concepts and competencies for six disciplines. These essential concepts and competencies represent efforts towards articulating a consensus among faculty in biology, business, communication, economics, history, and sociology disciplines that account for nearly 40 percent of undergraduate majors in the United States. Contributions from thought leaders in higher education including Ira Katznelson, George Kuh, and Carol Geary Schneider offer expert perspectives and persuasive arguments for the need for greater clarity, intentionality, and quality in U.S. higher education. College faculty are our best resource for improving the quality of undergraduate education. This book offers a path forward based on faculty perspectives nationwide. Clarify program structure and aims. Articulate high quality learning goals. Rigorously measure student progress. Prioritize higher order competencies and disciplinarily grounded conceptual understandings. A culmination of over two years of efforts by faculty and association leaders from six disciplines, this book distills the national conversation into a delineated set of fundamental ideas and practices and advocates for the development and use of rigorous assessment tools that are valued by faculty, students, and society. *Improving Quality in American Higher Education* brings faculty voices to the fore of the conversation and offers an insightful look at the state of higher education and a realistic strategy for better serving our students.      **Lecture-free Teaching** Bonnie S. Wood, 2009

**Research on Teaching and Learning Mathematics at the Tertiary Level** Irene Biza, Victor Giraldo, Reinhard Hochmuth, Azimehsadat Khakbaz, Chris Rasmussen, 2016-07-01 This topical survey focuses on research in tertiary mathematics education, a field that has experienced considerable growth over the last 10 years. Drawing on the most recent journal publications as well as the latest advances from recent high quality conference proceedings, our review culls out the following five emergent areas of interest: mathematics teaching at the tertiary level, the role of mathematics in other disciplines, textbooks, assessment, and students studying practices transition to the tertiary level and theoretical methodological advances. We conclude the survey with a discussion of some potential directions for future research in this new and rapidly evolving domain of inquiry.      **Designing and Teaching Undergraduate Capstone Courses** Robert C. Hauhart, Jon E. Grahe, 2015-01-12 Enrich your students and the institution with a high impact practice. *Designing and Teaching Undergraduate Capstone Courses* is a practical, research-backed guide to creating a course that is valuable for both the student and the school. The book covers the design, administration, and teaching of capstone courses throughout the undergraduate curriculum, guiding departments seeking to add a capstone course and allowing those who have one to compare it to others in the discipline. The ideas presented in the book are supported by regional and national surveys that

help the reader understand what's common, what's exceptional, what works and what doesn't within capstone courses. The authors also provide additional information specific to different departments across the curriculum including STEM, social sciences, humanities, fine arts, education, and professional programs. Identified as a high impact practice by the National Survey of Student Engagement (NSSE) and the Association of American Colleges and Universities (LEAP) initiative, capstone courses culminate a student's final college years in a project that integrates and applies what they've learned. The project takes the form of a research paper, a performance, a portfolio, or an exhibit and is intended to showcase the student's very best work as a graduating senior. This book is a guide to creating for your school or department a capstone course that ties together undergraduate learning in a way that enriches the student and adds value to the college experience. Understand what makes capstone courses valuable for graduating students. Discover the factors that make a capstone course effective and compare existing programs both within academic disciplines and across institutions. Learn administrative and pedagogical techniques that increase the course's success. Examine discipline-specific considerations for design, administration, and instruction. Capstones are generally offered in departmental programs but are becoming increasingly common in general education as well. Faculty and administrators looking to add a capstone course or revive an existing one need to understand what constitutes an effective program. *Designing and Teaching Undergraduate Capstone Courses* provides an easily digested summary of existing research and offers expert guidance on making your capstone course successful.

**Trends in Teaching Experimentation in the Life Sciences** Nancy J. Pelaez, Stephanie M. Gardner, Trevor R. Anderson, 2022-05-11. This book is a guide for educators on how to develop and evaluate evidence-based strategies for teaching biological experimentation to thereby improve existing and develop new curricula. It unveils the flawed assumptions made at the classroom, department, and institutional level about what students are learning and what help they might need to develop competence in biological experimentation. Specific case studies illustrate a comprehensive list of key scientific competencies that unpack what it means to be a competent experimental life scientist. It includes explicit evidence-based guidelines for educators regarding the teaching, learning, and assessment of biological research competencies. The book also provides practical teacher guides and exemplars of assignments and assessments. It contains a complete analysis of the variety of tools developed thus far to assess learning in this domain. This book contributes to the growth of public understanding of biological issues, including scientific literacy and the crucial importance of evidence-based decision making around public policy. It will be beneficial to life science instructors, biology education researchers, and science administrators who aim to improve teaching in life science departments. Chapters 6, 12, 14, and 22 are available open access under a Creative Commons Attribution 4.0 International License via [link.springer.com](https://link.springer.com). *An Invitation to Biomathematics* Raina Robeva, James R. Kirkwood, Robin Lee Davies, Leon Farhy, Boris Kovatchev, Martin Straume, Michael L. Johnson, 2007-08-28. Essential for all biology and biomathematics courses, this textbook provides students with a fresh perspective of quantitative

techniques in biology in a field where virtually any advance in the life sciences requires a sophisticated mathematical approach. An Invitation to Biomathematics expertly written by a team of experienced educators offers students a solid understanding of solving biological problems with mathematical applications. This text succeeds in enabling students to truly experience advancements made in biology through mathematical models by containing computer based hands on laboratory projects with emphasis on model development model validation and model refinement. The supplementary work Laboratory Manual of Biomathematics is available separately ISBN 0123740223 or as a set ISBN 0123740290. Provides a complete guide for development of quantification skills crucial for applying mathematical methods to biological problems. Includes well known examples from across disciplines in the life sciences including modern biomedical research. Explains how to use data sets or dynamical processes to build mathematical models. Offers extensive illustrative materials. Written in clear and easy to follow language without assuming a background in math or biology. A laboratory manual is available for hands on computer assisted projects based on material covered in the text.

Technologies in Biomedical and Life Sciences Education Harry J. Witchel, Michael W. Lee, 2022-06-24. This contributed volume focuses on understanding the educational strengths and weaknesses of mediated content including media as a learning supplement in comparison to traditional face to face learning. Each chapter includes research on and a broad brush summary of approaches to combining life sciences education with educational technologies. The chapters are organized into four main sections each of which focuses on a key question regarding the consequences of incorporating media into education. In this regard the authors highlight how educational technology is both a bridge and barrier to student access and inclusivity. Further they address the ongoing discussion as to whether students need to be present for lectures and on how having agency in their own learning can improve both retention and conceptual understanding. To link the content to current events the authors also shed light on the impact that the COVID 19 pandemic is having on the continuity of educational programs and on the growing importance of educational technologies. Consequently the book offers life science educators valuable guidance on the technologies already available and an outlook on what is yet to come.

**Teaching College-Level Disciplinary Literacy** Juanita C. But, 2020-04-28. This volume foregrounds the disciplinary literacy approach to college teaching and learning with in depth discussions of theory and research as well as extensive classroom illustrations. Built upon the current work of READ Reading Effectively Across the Disciplines a disciplinary literacy program at New York City College of Technology it presents a broad collection of methodologies strategies and best practices with discipline specific considerations. It offers an overview of the program informed by evidence based research and practices in college disciplinary learning describing how its unique model addresses the literacy needs of students in STEM and professional studies. Chapter authors including administrators literacy specialists and content experts discuss program design professional development and assessments. They also outline strategies to foster disciplinary literacy pedagogy and college success in five content areas including Accounting Architecture

Biology Electromechanical Engineering and Mathematics      **Science and Engineering for Grades 6-12** National Academies of Sciences, Engineering, and Medicine, National Academy of Engineering, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on Science Investigations and Engineering Design Experiences in Grades 6-12, 2019-03-12 It is essential for today's students to learn about science and engineering in order to make sense of the world around them and participate as informed members of a democratic society The skills and ways of thinking that are developed and honed through engaging in scientific and engineering endeavors can be used to engage with evidence in making personal decisions to participate responsibly in civic life and to improve and maintain the health of the environment as well as to prepare for careers that use science and technology The majority of Americans learn most of what they know about science and engineering as middle and high school students During these years of rapid change for students knowledge attitudes and interests they can be engaged in learning science and engineering through schoolwork that piques their curiosity about the phenomena around them in ways that are relevant to their local surroundings and to their culture Many decades of education research provide strong evidence for effective practices in teaching and learning of science and engineering One of the effective practices that helps students learn is to engage in science investigation and engineering design Broad implementation of science investigation and engineering design and other evidence based practices in middle and high schools can help address present day and future national challenges including broadening access to science and engineering for communities who have traditionally been underrepresented and improving students educational and life experiences Science and Engineering for Grades 6-12 Investigation and Design at the Center revisits America's Lab Report Investigations in High School Science in order to consider its discussion of laboratory experiences and teacher and school readiness in an updated context It considers how to engage today's middle and high school students in doing science and engineering through an analysis of evidence and examples This report provides guidance for teachers administrators creators of instructional resources and leaders in teacher professional learning on how to support students as they make sense of phenomena gather and analyze data information construct explanations and design solutions and communicate reasoning to self and others during science investigation and engineering design It also provides guidance to help educators get started with designing implementing and assessing investigation and design      **Research in the Life Sciences with Dual Use Potential** Bibliotheca Alexandrina, National Research Council, Division on Earth and Life Studies, Board on Life Sciences, Committee on Developing a Framework for an International Faculty Development Project on Education about Research in the Life Sciences with Dual Use Potential, 2012-04-26 In many countries colleges and universities are where the majority of innovative research is done in all cases they are where future scientists receive both their initial training and their initial introduction to the norms of scientific conduct regardless of their eventual career paths Thus institutions of higher education are particularly relevant to the tasks of education on research with dual use potential whether for faculty

postdoctoral researchers graduate and undergraduate students or technical staff Research in the Life Sciences with Dual Use Potential describes the outcomes of the planning meeting for a two year project to develop a network of faculty who will be able to teach the challenges of research in the life sciences with dual use potential Faculty will be able to incorporate such concepts into their teaching and research through exposure to the tenets of responsible conduct of research in active learning teaching methods This report is intended to provide guidelines for that effort and to be applicable to any country wishing to adopt this educational model that combines principles of active learning and training with attention to norms of responsible science The potential audiences include a broad array of current and future scientists and the policymakers who develop laws and regulations around issues of dual use

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