

Transforming Undergraduate Education in Biology: Mobilizing the Community for Change

Guidelines for Poster Abstract Submission Abstract Deadline is July 7, 2009

Objectives of the Poster Session

The goal of this conference is to mobilize people to focus on undergraduate biology education by engaging them in shared, directed, provocative, and ongoing discussions that lead to action in the immediate future. Towards this end, we are seeking posters that highlight new and existing approaches, projects, and resources for effecting change in undergraduate education in biology, including departmental and institutional change efforts. The poster session is viewed as a way to network and find out what others are doing and to make connections with others based on disciplinary and cross-disciplinary interests and on their approaches to changing undergraduate biology education. The information below is needed to help in that process and to be sure that there will be some common and unifying format for anything we might publish later. Poster size must be no more than 4 feet by 4 feet.

Name _____

Institution _____

Name and institution of other presenters _____

Indicate field of interest within biology (Please select one).

- Bioinformatics
- Biophysics
- Biotechnology
- Cell Biology
- Ecology and Environmental Biology
- Evolutionary Biology
- General Biology
- Genetics
- Immunology
- Integrative Biology
- Marine Biology
- Microbiology, Virology
- Molecular Biology & Biochemistry
- Neuroscience

- Organismal Biology
- Physiology & Anatomy
- Plant Biology & Botany
- Other (Please List) _____

Indicate the primary project or approach to change. (Please select one).

A. Classroom and Student Laboratory Issues How courses are taught:

Encouraging and Enabling Student Active Learning (Examples include Case Studies, POGIL, Clickers, Problem Based Learning),

Enhancing student learning through use of biological technologies (Microscopy and other visualization techniques, mass spectrometry, microarrays),

Biology as related to world problems (climate issues, economics, health, service learning, community outreach)

Student Research introduced as an Integral Part of Traditional Courses and Introduction of Technologies New to Biology,

Other (Please explain)

B. What is Taught: Concepts and Competencies and Assessing Outcomes

Assessment (Concept Inventories, critical thinking, other)

Determining key concepts and competencies

Quantitative and Computational Biology

Transdisciplinary concerns including fundamentals and prerequisites related to other subjects: (chemistry, physics, earth subjects, mathematics)

C. Other Topics

Faculty Development (from graduate students through mature faculty)

Developing Materials to Support Undergraduate Education in Biology (textbooks (virtual and hardcopy), multimedia, access to sophisticated databases)

____ Research on How People Learn Biology

____ Promoting Institutional Change (Universities and colleges, departments, professional societies)

____ Career Issues

Describe the goals and intended outcomes of your project or effort. (Do not exceed 4 lines.)

Describe the methods and strategies that you are using. (Do not exceed 4 lines.)

Describe your evaluation methods and results or, if you have not yet obtained any data, describe your evaluation plans. (Use 8 lines or less.)

Describe your completed dissemination activities and your plans for continuing dissemination. (Do not exceed 4 lines.)

Describe any impacts of your project or, if you have not had time to have an impact, describe your anticipated impacts. (Do not exceed 8 lines.)

Describe any unexpected challenges you encountered and your methods for dealing with them (Do not exceed 8 lines.)