

Re-Discovering Majors' and Non-Majors' Introductory Biology Lab

John S. Peters

College of Charleston, Department of Biology, 66 George St., Charleston, SC 29424 USA
(petersj@cofc.edu)

Traditional introductory biology labs usually involve following a set of instructions, which guide students through a process of finding out about a concept, and for which an outcome is preplanned and already known. This more “cookbook” approach to science labs does little to help students develop literate conceptions of the nature of scientific knowledge (validity, tentativeness, limitations, collaborative and community-based nature, etc.). This poster will explore our efforts to reform the introductory labs to a more science-like and inquiry-based experience. This project was funded by grants from the National Science Foundation and the Howard Hughes Medical Institutes.

Mission, Review Process & Disclaimer

The Association for Biology Laboratory Education (ABLE) was founded in 1979 to promote information exchange among university and college educators actively concerned with teaching biology in a laboratory setting. The focus of ABLE is to improve the undergraduate biology laboratory experience by promoting the development and dissemination of interesting, innovative, and reliable laboratory exercises. For more information about ABLE, please visit <http://www.ableweb.org/>

Papers published in *Tested Studies for Laboratory Teaching: Peer-Reviewed Proceedings of the Conference of the Association for Biology Laboratory Education* are evaluated and selected by a committee prior to presentation at the conference, peer-reviewed by participants at the conference, and edited by members of the ABLE Editorial Board.

Citing This Article

Peters, J.S. 2015. Re-Discovering Majors' and Non-Majors' Introductory Biology Lab. Article 73 in *Tested Studies for Laboratory Teaching*, Volume 36 (K. McMahon, Editor). Proceedings of the 36th Conference of the Association for Biology Laboratory Education (ABLE). <http://www.ableweb.org/volumes/vol-36/?art=73>

Compilation © 2015 by the Association for Biology Laboratory Education, ISBN 1-890444-18-9. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the copyright owner.

ABLE strongly encourages individuals to use the exercises in this proceedings volume in their teaching program. If this exercise is used solely at one's own institution with no intent for profit, it is excluded from the preceding copyright restriction, unless otherwise noted on the copyright notice of the individual chapter in this volume. Proper credit to this publication must be included in your laboratory outline for each use; a sample citation is given above.