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.

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