Course-based Undergraduate Research Experience in a Senior Cell & Molecular Biology Laboratory Course

Laura L. Atkinson latkinson@mtroyal.ca

Why a Course-based Undergraduate **Research Experience (CURE)?** knowledge Experiential learning increases

- retention and enhances learning experience Increased opportunity for independent research
- Performing real science teaches resilency
- Students gain troubleshooting and critical thinking skills
- Unexpected data provides a greater opportunity to teach

Teaching Experimental Design

- Validation of experimental system is critical to verify that you are actually measuring a real effect
- To obtain results from which conclusions can be drawn
- To use resources effectively

Critical Components

- Suitable comparisons, positive & negative controls
- Replication (biological vs.technical replicates)
- Randomization and avoidance of bias

Data Analysis - Considerations

- Understanding how a design can be analyzed Signal/noise ratio
- Sources of variability and reducing variability
- Risk of false positives and false negatives
- Determining the numbers needed
- T-tests and analysis of variance
- Types of experimental design and choice of design
- Assumptions behind parametric statistical tests

Assessments

- Journal club presentation of scientific article with focus on critique of experimental design
- Online lab notebook detailing purpose of each reagent and step in the experiment
- Written manuscript in the form of a publishable scientific article

References

A practical guide to course-based undergraduate research experiences. Promoting concept-driven teaching strategies in biochemistry and molecular biology. National Science Foundation (Grant number 0957205)

Costa, M. (2014) Cytoskeleton and adhesion in myogenesis. *ISRN* Developmental Biology. <u>http://dx.doi.org/10.1155/2014/713631</u> Maiese, K. (2016) Molecules to medicine with mTOR: Translating critical *pathways into novel therapeutic strategies.* Retrieved from https://doi.org/10.1016/C2014-0-03321-7

Waterman, R., Heemstra, J. (2018) Expanding the CURE model: Coursebased undergraduate research experience. Research Corporation for Science Advancement.

Acknowledgements

Fall 2018 BIOL 4101 students: Derin Ademoye, Reid Andersen, Breanne Bali, Calvin Gordon, Mohamed Haymour, Daphne Joaquin, Juhene Khalil, Damian La Rosa Montes, Elaine Limpin, Reid McNeil Clifford Pasion, Darlene Skagen, Kristian Smits, Madeline Stewart, Kelsey Turner, Savahnna Wolfe

Winter 2019 BIOL 3102 students: Tanis Beaver, Shawna Bisson, Vincent Dang, Merry Ghebretatios, Surafel Girma, Ahmed Hassan, Neldimar Khamvongsa, Tuntun Khan, Hannah Krivic, Jignesh Lad, Mike Little, Hao Luu, Zachary Muir, Ephraim Ng, Kaylee Olszewski, Nicholas Pannell, Joshua Paredes, Ian Parsons, Nicholas Patras, Gabriel Ramos, Julienne Sabolboro, Danielle Schmidt, Linh Tran, Keara Wong

David Bird, Ava Zare, Department of Biology





- Increase in mitochondrial number
- Arrangement of actin into sarcomeres



myotubes.

Research Question: How does the fusion index (or multinucleation) of c2c12 cells change as they undergo myogenesis?



Figure 1. Sample DIC images overlaid with DAPI stained nuclei at different stages of differentiation. The slides show the progression from myoblasts to myotubes over time (in days) using the 40X objective lens. Automatic focus and exposure settings were set in cellSens software.



software.

Research Question: What morphological changes do c2c12 cells undergo during the process of myogenesis?

ell staining and labelling for: ilamentous actin, and DNA

Figure 2: Experimental design of morphologic, and filamentous actin analysis done, as well as measurements taken at eac

- Key morphological events
- Change in cell shape
- Multinucleation

Figure 1. Morphological changes that occur in the transition of myoblasts to



Figure 3: Morphological changes of c2c12 cells, in DIC at 20x magnification, over the course of differentiation. A Myoblasts on day -4. B Myoblasts at confluency. C Myocytes on day 2. C Nascent myotubes and mature myocytes on day 6. D Myotubes on day 8. E Mature myotubes on day 10. G Image of day 8 cells with DAPI overlay to show nuclei.

Figure 2. Process of multinucleation in myogenesis. A) Proposed model of multinucleation through fusion of myoblasts (Maiese, 2016). B) Calculation used to determine cell fusion index. Cell nuclei were counted using ImageJ

Figure 3. Fusion index is quantified at different stages of myotube development (n=2). The error bars show the standard error of the mean.









→). b Myoblasts at confluence. c Day 2 myocytes. d Mature myocytes and nascent myotubes on ubes on day 8. f Myotubes on day 10. B Box plot representing fluorescent intensity of filamentous dual cells. A one-way ANOVA Welch's test (F(5, 25.2)=13.8, P<0.001) was done. Groupings were done based on significance from Games-Howell test. It was determined that group a was significantly different from group b and c, and group b was significantly different from group c. Within each group, there was no significant difference. Values are means with SE for at least n=10.

Research Question: What happens to cell area during the process of myogenesis?







Fig 4. Detection of myoblast cell area determined using fluorescence and DIC microscopy at 20x magnification.

Phalloidin (red) detects actin, and DAPI (blue) detects cell nuclei. A) Differential Interference microscopy used to obtain a micrograph of myoblasts. B) Myoblasts viewed under fluorescence microscopy, detected using phalloidin and DAPI. C) Outline (vellow) of panel B in ImageJ to obtain the cell area used to calculate the difference in cell size.







Fig 3. Difference between Myotube and myoblast cell size.

Myoblast cells were imaged at a 40x magnification and myotube cells were viewed at a 20x magnification. Cells were analyzed using the free hand selections tool in ImageJ and the area was obtained. Myoblasts were normalized to the myotube average size, and myotubes were normalized to a 40x magnification. Data are represented as mean +/- SEM, n=6.