Advances in Biology Laboratory Education, A Publication of the Association for Biology Laboratory Education
Volume 44, Abstract 41, 2024

Inquiring minds want to know: incorporating inquiry and experimental design into existing labs.

Suzanne Thuecks

Biology Department, Washington College, 300 Washington Ave., Chestertown, MD, 21620, USA

Abstract

Do you want to make your labs more engaging and build skills in experimental design, but you're not ready or able to make the jump to a full CURE? This workshop will show how you can take an existing lab activity and expand it into an inquiry exercise that includes planning and carrying out the students' own experiments. A bonus of this approach is that it allows time for writing about experiments including drafting and feedback if used for a few labs in succession. Participants are encouraged to bring a syllabus to use in identifying existing activities that would benefit from this approach.

Keywords: CURE, inquiry-based, experimental design

Citation: Thuecks S. 2024. Inquiring minds want to know: incorporating inquiry and experimental design into existing labs. Abstract 41 In: Boone E and Thuecks S, eds. *Advances in biology laboratory education*. Volume 44. Publication of the 44th Conference of the Association for Biology Laboratory Education (ABLE). DOI: https://doi.org/10.37590/able.v44.abs41

Correspondence to: Suzanne Thuecks, sthuecks2@washcoll.edu

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 https://www.ableweb.org/.

Papers published in *Advances in Biology Laboratory Education: Peer-Reviewed Publication 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.