

Correction

The authors of “Laboratory Courses with Guided-Inquiry Modules Improve Scientific Reasoning and Experimental Design Skills for the Least-Prepared Undergraduate Students” (CBE Life Sci. Educ. [2019] 18, ar2; doi:10.1187/cbe.18-08-0152) wish to make a correction to Figure 4 of the article.

The labels of the bars shown in Figure 4, “Mean absolute gain in experimental design skills from pretest to posttest score (mean \pm SE) by pretest quartile in study 2” were incorrect in the original publication. In the original figure, the values shown in the histogram bars for “Advanced Understanding” were actually the “Composite score.” The “Composite score” bars in the original were actually the “Basic Understanding” values, and the “Basic Understanding” bars in the original were actually the “Advanced Understanding” values. A corrected Figure 4 is shown below.

The correction to Figure 4 does not change the results as reported nor the authors’ conclusions. The authors apologize for the error.

The HTML and PDF versions were corrected on the *CBE—Life Sciences Education* website on August 14, 2019. These corrections may not appear on copies of the article that reside on other websites.

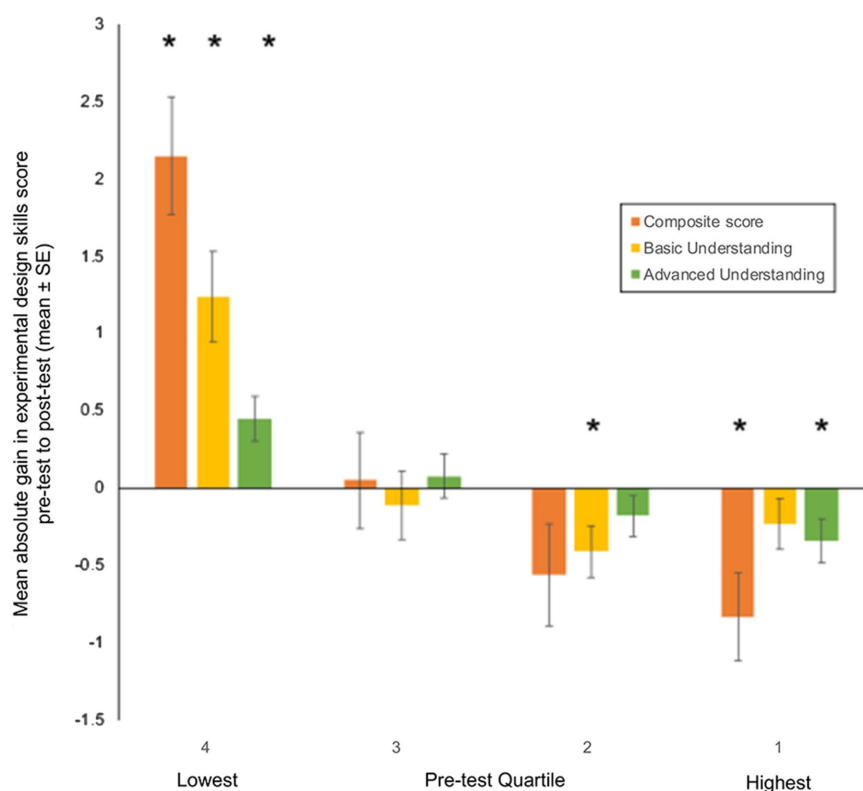


FIGURE 4. Mean absolute gain in experimental design skills from pretest to posttest score (mean \pm SE) by pretest quartile in study 2. Experimental design skills were assessed using the EDAT (Sirum and Humburg, 2011). In each quartile, we show the mean absolute gain in composite EDAT score (orange, maximum possible gain = 10), the mean absolute gain in basic understanding score (yellow, maximum possible gain = 4), and the mean absolute gain in advanced understanding score (green, maximum possible gain = 3). These results are for 145 students from nine courses at six different institutions. Significant changes in EDAT scores from pretest to posttest, within quartile, are indicated with an asterisk (paired *t* test, $p \leq 0.02$).