

Supplemental Material

CBE—Life Sciences Education

Beck et al.

Table S1: Studies used in meta-analysis of inquiry-based learning in laboratory courses

Reference #	Discipline	Inquiry type	Level	Assessment type
1	BCDGMB	Guided	Non-majors	Disciplinary content
2	BCDGMB	Guided	Upper-level	Qualitative
3	BCDGMB	Research	Introductory	Self-assessment, Disciplinary content
4	OB	Open-ended	Introductory	Qualitative
5	BCDGMB	Guided	Upper-level	Qualitative, Disciplinary content
6	BCDGMB, EEB	Guided	Non-majors	None
7	BCDGMB	Other	Introductory	Qualitative [^]
8	BCDGMB	Guided	Upper-level	Self-assessment, Disciplinary content, Other
9	BCDGMB	Guided	Upper-level	Qualitative, Self-assessment, Disciplinary content
10	BCDGMB	Guided	Upper-level	None
11	BCDGMB	Research	Upper-level	Qualitative, Self-assessment
12	BCDGMB	Open-ended	Introductory	Other*
13	EEB, OB	Guided	Non-majors	None
14	BCDGMB	Research	Upper-level	Qualitative

Reference #	Discipline	Inquiry type	Level	Assessment type
15	BCDGMB	Guided	Upper-level	Qualitative, Self-assessment, Disciplinary content
16	BCDGMB	Guided	Upper-level	Disciplinary content, Other
17	EEB	Research	Introductory	Self-assessment^, Other^
18	OB	Open-ended	Upper-level	Self-assessment, Other
19	BCDGMB	Guided	Introductory	None
20	BCDGMB	Research	Upper-level	Qualitative*, Disciplinary content*
21	BCDGMB	Research	Upper-level	Qualitative, Self-assessment
22	BCDGMB	Research	Non-majors	Qualitative
23	BCDGMB, EEB, OB	Guided	Introductory	Self-assessment*
24	OB	Open-ended	Non-majors, Upper-level	Self-assessment, Disciplinary content, Other
25	BCDGMB	Research	Upper-level	Qualitative
26	BCDGMB	Open-ended	Upper-level	None
27	OB	Guided	Not stated	None
28	BCDGMB	Open-ended, Guided	Upper-level	Qualitative*, Disciplinary content, Other
29	EEB	Guided	Introductory	None

Reference #	Discipline	Inquiry type	Level	Assessment type
30	OB	Open-ended	Upper-level	None
31	BCDGMB	Guided	Upper-level	Qualitative, Self-assessment, Disciplinary content, Other
32	BCDGMB	Guided	Introductory	Qualitative, Self-assessment
33	BCDGMB	Open-ended	Upper-level	Self-assessment*
34	BCDGMB	Guided	Upper-level	None
35	BCDGMB	Guided	Upper-level	Qualitative, Self-assessment, Disciplinary content
36	OB	Guided	Upper-level	None
37	OB	Other	Upper-level	Self-assessment*
38	EEB	Guided	Introductory	None
39	BCDGMB	Open-ended	Upper-level	Qualitative
40	BCDGMB, OB	Open-ended	Upper-level	Self-assessment, Disciplinary content^
41	EEB, OB	Guided	Introductory	Qualitative
42	BCDGMB	Open-ended	Upper-level	Qualitative, Self-assessment, Other
43	EEB, OB	Guided	Upper-level	Disciplinary content^

Reference #	Discipline	Inquiry type	Level	Assessment type
44	BCDGMB	Guided	Upper-level	Qualitative, Disciplinary content
45	BCDGMB	Guided	Upper-level	Self-assessment, Disciplinary content
46	BCDGMB	Research	Introductory	Qualitative, Other
47	BCDGMB	Open-ended	Introductory	Qualitative
48	BCDGMB	Research	Introductory	Qualitative, Other
49	BCDGMB	Guided	Introductory	Other
50	BCDGMB	Guided	Upper-level	None
51	OB	Guided	Upper-level	Disciplinary content, Other
52	BCDGMB	Research	Upper-level	Self-assessment*
53	OB	Open-ended	Upper-level	Qualitative^, Self-assessment^*
54	BCDGMB	Open-ended	Introductory	Self-assessment
55	OB	Guided, Open-ended	Upper-level	Other
56	BCDGMB	Guided	Introductory	None
57	BCDGMB	Open-ended	Upper-level	Disciplinary content

Reference #	Discipline	Inquiry type	Level	Assessment type
58	BCDGMB	Open-ended	Mixed	Self-assessment
59	BCDGMB, OB	Research	Upper-level	Qualitative, Other
60	BCDGMB, EEB	Open-ended	Mixed	Qualitative
61	EEB	Guided	Introductory	Qualitative, Disciplinary content, Other
62	BCDGMB, EEB	Guided	Introductory	Qualitative
63	BCDGMB, EEB, OB	Guided	Not stated	None
64	BCDGMB, OB	Research	Upper-level	Qualitative, Other
65	EEB, OB	Research	Not stated	None
66	BCDGMB	Guided	Mixed	Other
67	BCDGMB	Research	Upper-level	Self-assessment, Other*
68	BCDGMB	Guided	Upper-level	Qualitative, Self-assessment, Disciplinary content
69	BCDGMB	Research	Upper-level	Qualitative, Disciplinary content, Other
70	BCDGMB	Guided	Upper-level	None
71	BCDGMB	Research	Upper-level	Qualitative
72	BCDGMB	Guided	Upper-level	None

Reference #	Discipline	Inquiry type	Level	Assessment type
73	EEB, OB	Guided	Not stated	None
74	BCDGMB, EEB, OB	Guided	Non-majors	Qualitative [^] , Self-assessment ^{^*} , Disciplinary content [^] , Other ^{^*}
75	OB	Open-ended, Research	Upper-level	Qualitative, Disciplinary content [^]
76	BCDGMB	Research	Introductory	Qualitative ^{^*} , Disciplinary content ^{^*}
77	BCDGMB	Open-ended	Upper-level	Qualitative, Disciplinary content [^]
78	BCDGMB	Research	Upper-level	Qualitative, Self-assessment, Disciplinary content
79	BCDGMB	Research	Upper-level	Qualitative
80	BCDGMB	Open-ended	Not stated	Self-assessment [*]
81	BCDGMB, OB	Guided	Non-majors	None
82	BCDGMB	Open-ended	Upper-level	Qualitative
83	BCDGMB	Guided	Upper-level	Self-assessment [*]
84	BCDGMB, EEB, OB	Guided	Introductory	Other
85	OB	Guided	Introductory	Qualitative
86	BCDGMB	Research	Upper-level	Qualitative, Other

Reference #	Discipline	Inquiry type	Level	Assessment type
87	BCDGMB	Open-ended	Upper-level	Qualitative
88	BCDGMB	Open-ended	Upper-level	Qualitative, Other
89	BCDGMB	Guided	Not stated	None
90	BCDGMB, EEB	Open-ended	Introductory	None
91	BCDGMB	Open-ended	Upper-level	Self-assessment
92	EEB	Guided	Non-majors	None
93	BCDGMB	Research	Upper-level	Disciplinary content
94	BCDGMB	Guided	Upper-level	Qualitative
95	BCDGMB	Guided, Open-ended	Upper-level	Disciplinary content
96	BCDGMB	Research	Upper-level	None
97	OB	Open-ended	Upper-level	Qualitative, Self-assessment
98	EEB	Research	Non-majors	Other^*
99	BCDGMB	Guided	Upper-level	None
100	BCDGMB, OB	Guided, Open-ended	Upper-level	Qualitative, Disciplinary content, Other
101	EEB	Open-ended	Upper-level	Self-assessment

Reference #	Discipline	Inquiry type	Level	Assessment type
102	EEB	Open-ended	Upper-level	None
103	BCDGMB	Guided	Introductory	Self-assessment^, Disciplinary content^
104	EEB	Guided	Non-majors	Disciplinary content
105	OB	Other	Non-majors, Upper-level	Self-assessment, Disciplinary content
106	BCDGMB, EEB	Open-ended	Introductory	Self-assessment, Disciplinary content
107	BCDGMB	Research	Upper-level	Qualitative
108	BCDGMB	Guided	Upper-level	Qualitative
109	BCDGMB	Open-ended	Upper-level	None
110	OB	Open-ended	Upper-level	Qualitative, Self-assessment, Disciplinary content, Other
111	BCDGMB	Research	Not stated	Self-assessment*, Disciplinary content*
112	EEB	Guided	Mixed	Self-assessment^*, Disciplinary content^
113	BCDGMB	Research	Upper-level	Self-assessment, Disciplinary content
114	BCDGMB	Open-ended, Research	Upper-level	Self-assessment, Disciplinary content
115	BCDGMB	Guided	Introductory	Qualitative, Disciplinary content
116	OB	Guided	Introductory	Self-assessment, Disciplinary content, Other

Reference #	Discipline	Inquiry type	Level	Assessment type
117	OB	Guided	Upper-level	None
118	BCDGMB, EEB	Research	Upper-level	None
119	EEB	Guided	Upper-level	None
120	EEB, OB	Open-ended	Non-majors, Introductory, Upper- level	None
121	BCDGMB	Guided	Upper-level	Self-assessment
122	BCDGMB	Research	Introductory, Upper- level	Disciplinary content
123	OB	Other	Mixed	Qualitative, Disciplinary content
124	BCDGMB, EEB	Guided	Non-majors	Qualitative [^]
125	BCDGMB, EEB	Research	Upper-level	Qualitative
126	EEB, OB	Guided	Introductory	None
127	EEB, OB	Guided	Introductory	None
128	BCDGMB	Research	Introductory	Self-assessment, Disciplinary content
129	OB	Guided	Introductory	Disciplinary content
130	BCDGMB	Open-ended	Upper-level	Qualitative, Self-assessment, Other

Reference #	Discipline	Inquiry type	Level	Assessment type
131	BCDGMB	Open-ended	Upper-level	Self-assessment
132	BCDGMB	Guided	Upper-level	Qualitative
133	OB	Open-ended	Upper-level	Qualitative [^] , Other
134	BCDGMB	Guided	Upper-level	None
135	BCDGMB	Open-ended	Non-majors, Upper-level	Qualitative, Disciplinary content
136	BCDGMB, EEB	Guided, Open-ended	Non-majors	Self-assessment*
137	BCDGMB	Guided	Upper-level	Qualitative, Other
138	BCDGMB	Guided	Introductory	None
139	BCDGMB	Open-ended	Upper-level	None
140	OB	Guided, Open-ended	Introductory	Disciplinary content
141	OB, EEB	Open-ended	Not stated	None
142	BCDGMB	Guided, Open-ended	Upper-level	None

Note: Explanations for all categories can be found in the main article. Inquiry approaches coded as 'Other' include methods as case studies, problem-based learning, model building. Assessment types coded as 'Other' include measure of scientific reasoning, experimental design, information literacy, and statistical literacy. BCDGMB =Biochemistry, Cell biology, Developmental Biology, Genetics, and Molecular Biology; EEB = Ecology and Evolutionary Biology; OB = Organismal Biology (Plant and Animal Anatomy and Physiology). *Assessment based on a published instrument. [^]Controlled Study

References

- 1 Alaie A, Teller V, Qiu WG (2012). A bioinformatics module for use in an introductory biology laboratory. *Am Biol Teach* 74, 318-322.
- 2 Albright JC, Dassenko DJ, Mohamed EA, Beussman DJ (2009). Identifying gel-separated proteins using in-gel digestion, mass spectrometry, and database searching. *Biochem Mol Biol Educ* 37, 49-55.
- 3 Aronson BD, Silveira LA (2009). From genes to proteins to behavior: a laboratory project that enhances student understanding in cell and molecular biology. *CBE-Life Sci Educ* 8, 291-308.
- 4 Bagatto B (2009). Guided inquiry lab exercises in development and oxygen consumption using zebrafish. *Zebrafish* 6, 161-168.
- 5 Bailey CP (2009). RNase one gene isolation, expression, and affinity purification models research experimental progression and culminates with guided inquiry-based experiments. *Biochem Mol Biol Educ* 37, 44-48.
- 6 Banschbach VS, Letovsky R (2010). The use of corn versus sugarcane to produce ethanol fuel: a fermentation experiment for environmental studies. *Am Biol Teach* 72, 31-36.
- 7 Basey J, Francis C (2011). Design of inquiry-oriented science labs: impacts of student attitudes. *Res Sci Technol Educ* 29, 241-255.
- 8 Baumler DJ, Banta LM, Hung KF, Schwarz JA, Cabot EL, Glasner JD, Perna NT (2012). Using comparative genomics for inquiry-based learning to dissect virulence of *Escherichia coli* O157:H7 and *Yersinia pestis*. *CBE-Life Sci Educ* 11, 81-93.
- 9 Bednarski AE, Elgin SCR, Pakrasi HB (2005). An inquiry into protein structure and genetic disease: introducing undergraduates to bioinformatics in a large introductory course. *Cell Bio Educ* 4, 207-220.
- 10 Beers M, Archer C, Feske BD, Mateer SC (2012). Using biocatalysis to integrate organic chemistry into a molecular biology laboratory course. *Biochem Mol Biol Educ* 40, 130-137.
- 11 Belanger KD (2009). Using affinity chromatography to investigate novel protein-protein interactions in an undergraduate cell and molecular biology lab course. *CBE-Life Sci Educ* 8, 214-225.
- 12 Bell E (2011). Using research to teach an "introduction to biological thinking". *Biochem Mol Biol Educ* 39, 10-16.
- 13 Bergwerff K, Warners D (2007). Multiple objectives achieved with a germination experiment in a science education biology class. *Am Biol Teach* 69, 552-556.
- 14 Birnbaum MJ, Picco J, Clements M, Witwicka H, Yang M, Hoey MT, Odgren PR (2010). Using osteoclast differentiation as a model for gene discovery in an undergraduate cell biology laboratory. *Biochem Mol Biol Educ* 38, 385-392.
- 15 Black MW, Tuan A, Jonasson E (2008). Cloning yeast actin cDNA leads to an investigative approach for the molecular biology laboratory. *Biochem Mol Biol Educ* 36, 217-224.
- 16 Brame CJ, Pruitt WM, Robinson LC (2008). A molecular genetics laboratory course applying bioinformatics and cell biology in the context of original research. *CBE-Life Sci Educ* 7, 410-421.
- 17 Brownell SE, Kloser MJ, Fukami T, Shavelson R (2012). Undergraduate biology lab courses: comparing the impact of traditionally based "cookbook" and authentic research-based courses on student lab experiences. *J Coll Sci Teach* 41, 36-45.

- 18 Caccavo F (2011). An open-ended, inquiry-based approach to environmental microbiology. *Am Biol Teach* 73, 521-525.
- 19 Calie PJ, Sharon L, Hicks EJ (2007). The bioinformatic enhancement of exercises in *Drosophila* genetics. *Am Biol Teach* 69, 482-487.
- 20 Campbell AM, Ledbetter MLS, Hoopes LLM, Eckdahl TT, Heyer LJ, Rosenwald A, Fowlks E, Tonidandel S, Bucholtz B, Gottfried G (2007). Genome Consortium for Active Teaching: meeting the goals of BIO2010. *CBE-Life Sci Educ* 6, 109-118.
- 21 Carson S (2007). A new paradigm for mentored undergraduate research in molecular microbiology. *CBE-Life Sci Educ* 6, 343-349.
- 22 Caruso SM, Sandoz J, Kelsey J (2009). Non-STEM undergraduates become enthusiastic phage-hunters. *CBE-Life Sci Educ* 8, 278-282.
- 23 Casem ML (2006). Student perspectives on curricular change: lessons from an undergraduate lower-division biology core. *CBE-Life Sci Educ* 5, 65-75.
- 24 Casotti G, Rieser-Danner L, Knabb MT (2008). Successful implementation of inquiry-based physiology laboratories in undergraduate major and nonmajor courses. *Adv Physiol Educ* 32, 286-296.
- 25 Chang M-M, DiGennaro P, Macula A (2009). PCR cloning of partial nbs sequences from grape (*Vitis aestivalis* Michx). *Biochem Mol Biol Educ* 37, 355-360.
- 26 Christensen D, Jovic M (2006). "Mini-array" transcriptional analysis of the *listeria monocytogenes* lecithinase operon as a class project: a student investigative molecular biology laboratory experience. *Biochem Mol Biol Educ* 34, 221-226.
- 27 Clotfelter ED, Hollis KL (2008). Cognition in domestic dogs: object permanence and social cueing. *Am Biol Teach* 70, 293-298.
- 28 Colabroy KL (2011). A writing-intensive, methods-based laboratory course for undergraduates. *Biochem Mol Biol Educ* 39, 196-203.
- 29 Coleman SW, Jensen JS (2007). Male mating success: preference or prowess? investigating sexual selection in the laboratory using *Drosophila melanogaster*. *Am Biol Teach* 69, 351-358.
- 30 Cotter PA, Rodnick KJ (2007). Fishing for an ECG: a student-directed electrocardiographic laboratory using rainbow trout. *Adv Physiol Educ* 31, 211-217.
- 31 Cox-Paulson EA, Grana TM, Harris MA, Batzli JM (2012). Studying human disease genes in *caenorhabditis elegans*: a molecular genetics laboratory project. *CBE-Life Sci Educ* 11, 165-179.
- 32 Cunningham SC, McNear B, Pearlman RS, Kern SE (2006). Beverage-agarose gel electrophoresis: an inquiry-based laboratory exercise with virtual adaptation. *CBE-Life Sci Educ* 5, 281-286.
- 33 Dean DM, Wilder JA (2011). The "Frankenplasmid" lab: an investigative exercise for teaching recombinant DNA methods. *Biochem Mol Biol Educ* 39, 376-383.
- 34 DeSantis KA, Reinking JL (2011). Purification and analysis of colorful hypothetical open reading frames: an inexpensive gateway laboratory. *Biochem Mol Biol Educ* 39, 141-144.
- 35 DiBartolomeis SM (2011). A semester-long project for teaching basic techniques in molecular biology such as restriction fragment length polymorphism analysis to undergraduate and graduate students. *CBE-Life Sci Educ* 10, 95-110.

- 36 Ellerby DJ (2009). The physiology and mechanics of undulatory swimming: a student laboratory exercise using medicinal leeches. *Adv Physiol Educ* 33, 213-220.
- 37 FitzPatrick KA, Campisi J (2009). A multiyear approach to student-driven investigations in exercise physiology. *Adv Physiol Educ* 33, 349-355.
- 38 Franklin WA (2010). Evolution and phylogenetic analysis: classroom activities for investigating molecular and morphological concepts. *Am Biol Teach* 72, 114-121.
- 39 Furge LL, Fletke KJ (2007). HPLC determination of caffeine and paraxanthine in urine: an assay for cytochrome P450 1A2 activity. *Biochem Mol Biol Educ* 35, 138-144.
- 40 Fuselier L, Bougary A, Malott M (2011). From trace evidence to bioinformatics: putting bryophytes into molecular biology education. *Biochem Mol Biol Educ* 39, 38-46.
- 41 Fuselier L, True N (2009). A novel experimental design for examining bryophyte response to increased ultraviolet radiation. *J Nat Resour Life Sci Educ* 38, 27-32.
- 42 Gehring KM, Eastman DA (2008). Information fluency for undergraduate biology majors: applications of inquiry-based learning in a developmental biology course. *CBE-Life Sci Educ* 7, 54-63.
- 43 Giese AR (2005). Using inquiry and phylogeny to teach comparative morphology. *Am Biol Teach* 67, 412-417.
- 44 Gray R, Gray A, Fite JL, Jordan R, Stark S, Naylor K (2012). A simple microscopy assay to teach the processes of phagocytosis and exocytosis. *CBE-Life Sci Educ* 11, 180-186.
- 45 Grunwald SK, Krueger KJ (2008). Improvement of student understanding of how kinetic data facilitates the determination of amino acid catalytic function through an alkaline phosphatase structure/mechanism bioinformatics exercise. *Biochem Mol Biol Educ* 36, 9-15.
- 46 Hammamieh R, Anderson M, Carr K, Tran CN, Yourick DL, Jett M (2005). Students investigating the antiproliferative effects of synthesized drugs on mouse mammary tumor cells. *Cell Biol Educ* 4, 221-234.
- 47 Hanegan NL, Bigler A (2009). Infusing authentic inquiry into biotechnology. *J Sci Educ Technol* 18, 393-401.
- 48 Harrison M, Dunbar D, Ratmansky L, Boyd K, Lopatto D (2011). Classroom-based science research at the introductory level: changes in career choices and attitude. *CBE-Life Sci Educ* 10, 279-286.
- 49 Hartberg Y (2006). Faux mutagenesis: teaching troubleshooting through controlled failure. *Biochem Mol Biol Educ* 34, 37-43.
- 50 Hassoun L, Hable W, Payne-Ferreira T (2008). Tissue regeneration in the classroom! *Am Biol Teach* 70, 546-549.
- 51 Haussmann MF, Vleck CM, Farrar ES (2007). A laboratory exercise to illustrate increased salivary cortisol in response to three stressful conditions using competitive ELISA. *Adv Physiol Educ* 31, 110-115.
- 52 Healy FG, Livingstone KD (2010). Using student-generated uv-induced *Escherichia coli* mutants in a directed inquiry undergraduate genetics laboratory. *Genetics* 181, 33-39.
- 53 Henige K (2011). Undergraduate student attitudes and perceptions toward low- and high-level inquiry exercise physiology teaching laboratory experiences. *Adv Physiol Educ* 35, 197-205.

- 54 Herron SS (2009). From cookbook to collaborative: transforming a university biology laboratory course. *Am Biol Teach* 71, 548-552.
- 55 Hiebert SM (2007). The Strong-inference protocol: not just for grant proposals. *Adv Physiol Educ* 31, 93-96.
- 56 Hrizo SL, Kaufmann N (2009). Illuminating cell signaling: using *Vibrio harveyi* in an introductory biology laboratory. *Biochem Mol Biol Educ* 37, 164-169.
- 57 Hurd DD (2008). A microcosm of the biomedical research experience for upper-level undergraduates. *CBE-Life Sci Educ* 7, 210-219.
- 58 Jakubowski HV (2011). Differentiating Biochemistry Course Laboratories Based on Student Experience. *Biochem Mol Biol Educ* 39, 216-218.
- 59 Jez JM, Schachtman DP, Berg HR, Taylor CG, Chen S, Hicks LM, Jaworski JG, Smith TJ, Nielsen E, Pikaard CS (2007). Developing a new interdisciplinary lab course for undergraduate and graduate students: plant cells and proteins. *Biochem Mol Biol Educ* 35, 410-415.
- 60 Johnson D, Levy F, Karsai I, Stroud K (2006). Turning the potential liability of large enrollment laboratory science courses into an asset. *J Coll Sci Teach* 35, 46-51.
- 61 Kalinowski ST, Andrews TM, Leonard MJ, Snodgrass M (2012). Are Africans, Europeans, and Asians different "races"? a guided-inquiry lab for introducing undergraduate students to genetic diversity and preparing them to study natural selection. *CBE-Life Sci Educ* 11, 142-151.
- 62 Kalinowski ST, Taper ML, Metz AM (2006). How are humans related to other primates?: a guided inquiry laboratory for undergraduate students. *Genetics* 172, 1379-1383.
- 63 Kendler BS, Grove PA (2005). Biological effects of static magnetic fields: ideal experiments for introductory courses. *J Coll Sci Teach* 34, 44-47.
- 64 Keyes CA, Subramanian S, Yu O (2009). Hairy root as a model system for undergraduate laboratory curriculum and research. *Bioscene* 35, 6-11.
- 65 Kloser MJ, Brownell SE, Chiariello NR, Fukami T (2011). Integrating teaching and research in undergraduate biology laboratory education. *PLoS Biol* 9, e1001174-e1001174.
- 66 Knabb MT, Misquith G (2006). Assessing inquiry process skills in the lab using a fast, simple, inexpensive fermentation model system. *Am Biol Teach* 68, 25-28.
- 67 Knutson K, Smith J, Nichols P, Wallert MA, Provost JJ (2010). Bringing the excitement and motivation of research to students; using inquiry and research-based learning in a year-long biochemistry laboratory: Part II—research-based laboratory—a semester-long research approach using malate dehydrogenase as a research model. *Biochem Mol Biol Educ* 38, 324-329.
- 68 Knutson K, Smith J, Wallert MA, Provost JJ (2010). Bringing the excitement and motivation of research to students; using inquiry and research-based learning in a year-long biochemistry laboratory: Part I-guided inquiry- purification and characterization of a fusion protein: histidine tag, malate dehydrogenase, and green fluorescent protein. *Biochem Mol Biol Educ* 38, 317-323.
- 69 Kreiling JL, Brader K, Kolar C, Borgstahl GEO (2011). A real-time and hands-on research course in protein purification and characterization: purification and crystal growth of human inosine triphosphate pyrophosphatase. *Biochem Mol Biol Educ* 39, 28-37.
- 70 Kugel JF (2008). Using FRET to measure the angle at which a protein bends DNA. *Biochem Mol Biol Educ* 36, 341-346.

- 71 Kuhn ML, Figueroa CM, Aleanzi M, Olsen KW, Iglesias AA, Ballicora MA (2010). Bi-national and interdisciplinary course in enzyme engineering. *Biochem Mol Biol Educ* 38, 370-379.
- 72 Kulczynska A, Johnson R, Frost T, Margerum LD (2011). How do structure and charge affect metal-complex binding to DNA? An upper-division integrated laboratory project using cyclic voltammetry. *J Chem Educ* 88, 801-805.
- 73 Lau JM, Korn RW (2007). Clustered stomates in "Begonia": an exercise in data collection and statistical analysis of biological space. *Am Biol Teach* 69, 106-108.
- 74 Lord T, Orkwiszewski T (2006). Moving from didactic to inquiry-based instruction in a science laboratory. *Am Biol Teach* 68, 342-345.
- 75 Lord T, Shelly C, Zimmerman R (2007). Society for college science teachers: putting inquiry teaching to the test-enhancing learning in college botany. *J Coll Sci Teach* 36, 62-65.
- 76 Luckie DB, Aubry JR, Marengo BJ, Rivkin AM, Foos LA, Maleszewski JJ (2012). Less teaching, more learning: 10-yr study supports increasing student learning through less coverage and more inquiry. *Adv Physiol Educ* 36, 325-335.
- 77 Madhuri M, Broussard C (2008). "Do I need to know this for the exam?" Using popular media, inquiry-based laboratories, and a community of scientific practice to motivate students to learn developmental biology. *CBE-Life Sci Educ* 7, 36-44.
- 78 Makarevitch I, Kralich E (2011). Mapping maize genes: a series of research-based laboratory exercises. *Biochem Mol Biol Educ* 39, 375-383.
- 79 Marcus JM, Hughes TM (2009). *Drosophila* transposon insertions as unknowns for structured inquiry recombination mapping exercises in an undergraduate genetics course. *Genetics* 182, 417-422.
- 80 Marshall PA (2007). Using *Saccharomyces cerevisiae* to test the mutagenicity of household compounds: an open ended hypothesis-driven teaching lab. *CBE-Life Sci Educ* 6, 307-315.
- 81 Marvel SC, Kepler MV (2009). A simple membrane osmometer system and experiments that quantitatively measure osmotic pressure. *Am Biol Teach* 71, 355-362.
- 82 McReynolds KD (2006). Glycobiology, how to sugar-coat an undergraduate advanced biochemistry laboratory. *Biochem Mol Biol Educ* 34, 369-377.
- 83 Medin CL, Nolin KL (2011). A linked series of laboratory exercises in molecular biology utilizing bioinformatics and GFP. *Biochem Mol Biol Educ* 39, 448-456.
- 84 Metz AM (2008). Teaching statistics in biology: using inquiry-based learning to strengthen understanding of statistical analysis in biology laboratory courses. *CBE-Life Sci Educ* 7, 317-326.
- 85 Meuler D (2008). Using a guided inquiry approach in the traditional vertebrate anatomy laboratory. *Am Biol Teach* 70, 35-38.
- 86 Mitchell BF, Graziano MR (2006). From organelle to protein gel: a 6-wk laboratory project on flagellar proteins. *CBE-Life Sci Educ* 5, 239-246.
- 87 Moffet DA (2009). From gene mutation to protein characterization. *Biochem Mol Biol Educ* 37, 110-115.
- 88 Muth GW, Chihade JW (2008). A streamlined molecular biology module for undergraduate biochemistry labs. *Biochem Mol Biol Educ* 36, 209-216.

- 89 Oller AR (2006). Medium velocity spatter creation by mousetraps in a forensic science laboratory. *Am Biol Teach* 68, 159-161.
- 90 Oswald C, Kwiatkowski S (2011). Population growth in *Euglena*: a student-designed investigation combining ecology, cell biology, and quantitative analysis. *Am Biol Teach* 73, 469-473.
- 91 Palombi PS, Jagger KS (2008). Learning about cells as dynamic entities: an inquiry-driven cell culture project. *Bioscene* 34, 27-33.
- 92 Parker M (2010). Inquiry-based approach to understanding common descent. *J Coll Sci Teach* 39, 60-62.
- 93 Parra KJ, Osgood MP, Pappas DL (2010). A research-based laboratory course designed to strengthen the research-teaching nexus. *Biochem Mol Biol Educ* 38, 172-179.
- 94 Peterson MJ, Snyder WK, Westerman S, McFarland BJ (2011). Preparative protein production from inclusion bodies and crystallization: a seven-week biochemistry sequence. *J Chem Educ* 88, 986-989.
- 95 Polacek KM, Keeling EL (2005). Easy ways to promote inquiry in a laboratory course: the power of student questions. *J Coll Sci Teach* 35, 52.
- 96 Pu RS (2010). Independent research projects using protein extraction: affordable ways to inquire, discover and publish for undergraduate students. *Am Biol Teach* 72, 37-39.
- 97 Pulver SR, Hornstein NJ, Land BL, Johnson BR (2011). Optogenetics in the teaching laboratory: using Channelrhodopsin-2 to study the neural basis of behavior and synaptic physiology in *Drosophila*. *Adv Physiol Educ* 35, 82-91.
- 98 Quitadamo IJ, Faiola CL, Johnson JE, Kurtz MJ (2008). Community-based inquiry improves critical thinking in general education biology. *CBE-Life Sci Educ* 7, 327-337.
- 99 Raabe R, Gentile L (2008). Thermal and chemical denaturation of *Bacillus circulans* xylanase. *Biochem Mol Biol Educ* 36, 428-432.
- 100 Ramos Goyette S, DeLuca J (2007). A semester-long student-directed research project involving enzyme immunoassay: appropriate for immunology, endocrinology, or neuroscience courses. *CBE-Life Sci Educ* 6, 332-342.
- 101 Rettig JE, Smith GR (2009). Class research projects in ecology courses: methods to "un-can" the experience. *J Coll Sci Teach* 38, 38-42.
- 102 Rife GS (2010). Water bears and pillbugs: two invertebrate models that offer authentic opportunities to explore research methods in biology. *Am Biol Teach* 72, 345-349.
- 103 Rissing SW, Cogan JG (2009). Can an inquiry approach improve college student learning in a teaching laboratory? *CBE-Life Sci Educ* 8, 55-61.
- 104 Robbins JR, Roy P (2007). The natural selection: identifying student misconceptions through an inquiry-based, critical approach to evolution. *Am Biol Teach* 69, 460-466.
- 105 Robinson DL, Lau JM (2012). Assessment of an ELISA laboratory exercise. *Am Biol Teach* 74, 558-563.
- 106 Ronsheim ML, Pregnall AM, Schwarz J, Schlessman MA, Raley-Susman KM (2009). Teaching outside the can: a new approach to introductory biology. *Bioscene* 35, 12-22.

- 107 Ross AW, Bonner J (2012). Activation of Wnt signaling using lithium chloride: inquiry-based undergraduate laboratory exercises. *Zebrafish* 9, 220-225.
- 108 Rutledge ML, Mathis PM, Seipelt RL (2005). Making quantitative genetics relevant: effectiveness of a laboratory investigation that links scientific research, commercial applications, and legal issues. *Bioscene* 30, 9-13.
- 109 Salerno TA (2009). Development of a laboratory project to determine human ABO genotypes—limitations lead to further student explorations. *Biochem Mol Biol Educ* 37, 361-368.
- 110 Seifert K, Fenster A, Dilts JA, Temple L (2009). An investigative, cooperative learning approach to the general microbiology laboratory. *CBE-Life Sci Educ* 8, 147-153.
- 111 Shaffer CD, Alvarez C, Bailey C, Barnard D, Bhalla S, Chandrasekaran C, Chandrasekaran V, Chung HM, Dorer DR, Du CG, *et al.* (2010). The genomics education partnership: successful integration of research into laboratory classes at a diverse group of undergraduate institutions. *CBE-Life Sci Educ* 9, 55-69.
- 112 Simmons ME, Wu XB, Knight SL, Lopez RR (2008). Assessing the influence of field- and gis-based inquiry on student attitude and conceptual knowledge in an undergraduate ecology lab. *CBE-Life Sci Educ* 7, 338-345.
- 113 Siritunga D, Montero-Rojas M, Carrero K, Toro G, Velez A, Carrero-Martinez FA (2011). Culturally relevant inquiry-based laboratory module implementations in upper-division genetics and cell biology teaching laboratories. *CBE-Life Sci Educ* 10, 287-297.
- 114 Sleister HM (2007). Isolation and characterization of *Saccharomyces cerevisiae* mutants defective in chromosome transmission in an undergraduate genetics research course. *Genetics* 177, 677-688.
- 115 Snodgrass MA, Lux N, Metz AM (2011). A guided-inquiry pH laboratory exercise for introductory biological science laboratories. *J Coll Sci Teach* 40, 80-89.
- 116 Spiro MD, Knisely KI (2008). Alternation of generations and experimental design: a guided-inquiry lab exploring the nature of the HER1 developmental mutant of *Ceratopteris richardii* (*C-Fern*). *CBE-Life Sci Educ* 7, 82-88.
- 117 Stavrianeas S (2009). Understanding data collection in the modern physiology laboratory. *Adv Physiol Educ* 33, 78-79.
- 118 Stiller JW, Coggins TC (2006). Teaching molecular biological techniques in a research context. *Am Biol Teach* 68, 36-42.
- 119 Strickler SA, Schwagmeyer PL (2011). An experimental test of kin recognition in harvester ants. *Am Biol Teach* 73, 396-400.
- 120 Switzer PV (2007). Using dragonflies as common, flexible and charismatic subjects for teaching the scientific process. *Am Biol Teach* 69, 158-162.
- 121 Taylor ATS (2005). Screening a library of household substances for inhibitors of phosphatases: an introduction to high-throughput screening. *Biochem Mol Biol Educ* 33, 16-21.
- 122 Temple L, Cresawn SG, Monroe JD (2010). Genomics and bioinformatics in undergraduate curricula: contexts for hybrid laboratory/lecture courses for entering and advanced science students. *Biochem Mol Biol Educ* 38, 23-28.

- 123 Teplitski M, McMahon MJ (2006). Problem-based learning and creative instructional approaches for laboratory exercises in introductory crop science. *J Nat Resour Life Sci Educ* 35, 209-216.
- 124 Tessier J (2010). An inquiry-based biology laboratory improves preservice elementary teachers' attitudes about science. *J Coll Sci Teach* 39, 84-90.
- 125 Tessier JT, Penniman CA (2006). An Inquiry-based laboratory design for microbial ecology. *Bioscene* 32, 6-11.
- 126 Thompson ED, Bowling BV, Whitson M, Naczi RFC (2011). Engaging students in natural variation in the introductory biology laboratory via a statistics-based inquiry approach. *Am Biol Teach* 73, 100-104.
- 127 Traw MB, Gift N (2010). Environmental microbiology: tannins and microbial decomposition of leaves on the forest floor. *Am Biol Teach* 72, 506-512.
- 128 Treacy DJ, Sankaran SM, Gordon-Messer S, Saly D, Miller R, Isaac RS, Kosinski-Collins MS (2011). Implementation of a project-based molecular biology laboratory emphasizing protein structure-function relationships in a large introductory biology laboratory course. *CBE-Life Sci Educ* 10, 18-24.
- 129 Venditti JJ, Surmacz CA (2012). Exploring ovulation pregnancy using over-the-counter products: a novel guided inquiry. *Am Biol Teach* 74, 613-618.
- 130 Vick BM, Pollak A, Welsh C, Liang JO (2012). Learning the scientific method using glofish. *Zebrafish* 9, 226-241.
- 131 Walsh L, Shaker E, De Stasio EA (2007). Using restriction mapping to teach basic skills in the molecular biology lab. *Biochem Mol Biol Educ* 35, 199-205.
- 132 Walter JD, Littlefield P, Delbecq S, Prody G, Spiegel PC (2010). Expression, purification, and analysis of unknown translation factors from *Escherichia coli*: a synthesis approach. *Biochem Mol Biol Educ* 38, 17-22.
- 133 Weigle DS, Buben A, Burke CC, Carroll ND, Cook BM, Davis BS, Dubowitz G, Fisher RE, Freeman TC, Gibbons SM, *et al.* (2007). Adaptation to altitude as a vehicle for experiential learning of physiology by university undergraduates. *Adv Physiol Educ* 31, 270-278.
- 134 Weinlander KM, Hall DJ (2010). Designing laboratory exercises for the undergraduate molecular biology/biochemistry student: techniques and ethical implications involved in personalized medicine. *Biochem Mol Biol Educ* 38, 180-187.
- 135 Weinlander KM, Hall DJ, De Stasio EA (2010). RFLP analysis and allelic discrimination with real-time pcr using the human lactase persistence trait. *Biochem Mol Biol Educ* 38, 167-171.
- 136 Weld J, Funk L (2005). "I'm not the science type": effect of an inquiry biology content course on preservice elementary teachers' intentions about teaching science. *J Sci Educ Technol* 16, 189-204.
- 137 Wendell DL, Pickard D (2007). Teaching human genetics with mustard: rapid cycling *Brassica rapa* (fast plants type) as a model for human genetics in the classroom laboratory. *CBE-Life Sci Educ* 6, 179-185.
- 138 White BT, Bolker ED (2008). Interactive computer simulations of genetics, biochemistry, and molecular biology. *Biochem Mol Biol Educ* 36, 77-84.

- 139 Willhite DG, Wright SE (2009). Detergent-based isolation of yeast membrane rafts: an inquiry-based laboratory series for the undergraduate cell biology or biochemistry lab. *Biochem Mol Biol Educ* 37, 349-354.
- 140 Wyatt S (2005). Extending inquiry-based learning to include original experimentation. *J Gen Educ* 54, 83-89.
- 141 Wyatt S, Ballard HE (2007). *Arabidopsis* ecotypes: a model for course projects in organismal plant biology and evolution. *Am Biol Teach* 69, 477-481.
- 142 Zhang XR (2009). Using *Arabidopsis* genetic sequences to teach bioinformatics. *Biochem Mol Biol Educ* 37, 16-23.