

# Table of Contents

## FEATURES

### *Editorial*

#### **The Next Five Years**

Erin L. Dolan .....379–380

### *Letter to the Editor*

#### **UK Centre for Bioscience, Higher Education Academy**

David J. Adams .....381

### *From The National Science Foundation*

#### **The Important Role of Community Colleges in Undergraduate Biology Education**

Linnea A. Fletcher and V. Celeste Carter .....382–383

### *Current Insights*

#### **Recent Research in Science Teaching and Learning**

Deborah Allen .....384–386

### *WWW.Life Sciences Education*

#### **Beneficial Microorganisms: Countering Microbephoria**

Louisa A. Stark .....387–389

### *Educator Highlight*

#### **Robert Full**

Interviewed by Laura L. Mays Hoopes .....390–391

### *Book Review*

#### **“The A-Word” Made Easy**

Reviewed by Marshall D. Sundberg .....392–393

### *Book Review*

#### **Seeking the Big Picture on Science: Taking an Integrated Approach to Teaching Scientific Literacy**

Reviewed by Karla D. Passalacqua .....394–396

### *Book Review*

#### **What’s a Poison Got to Do with It?**

Reviewed by José Vázquez .....397–398

### *Meeting Report*

#### **Building Better Scientists through Cross-Disciplinary Collaboration in Synthetic Biology: A Report from the Genome Consortium for Active Teaching Workshop 2010**

Michael J. Wolyniak, Consuelo J. Alvarez, Vidya Chandrasekaran, Theresa M. Grana, Andrea Holgado, Christopher J. Jones, Robert W. Morris, Anil L. Pereira, Joyce Stamm, Talitha M. Washington, and Yixin Yang ...399–404

## ESSAYS

#### **Thinking about the Conceptual Foundations of the Biological Sciences**

M. W. Klymkowsky .....405–407

#### **A Model for Using a Concept Inventory as a Tool for Students’ Assessment and Faculty Professional Development**

Gili Marbach-Ad, Katherine C. McAdams, Spencer Benson, Volker Briken, Laura Cathcart, Michael Chase, Najib M. El-Sayed, Kenneth Frauwirth, Brenda Fredericksen, Sam W. Joseph, Vincent Lee, Kevin S. McIver, David Mosser, B. Booth Quimby, Patricia Shields, Wenxia Song, Daniel C. Stein, Richard Stewart, Katerina V. Thompson, and Ann C. Smith .....408–416

#### **Mathematical Biology at an Undergraduate Liberal Arts College**

Lisette de Pillis and Stephen C. Adolph .....417–421

#### **Using Critical Literacy to Explore Genetics and its Ethical, Legal, and Social Issues with In-Service Secondary Teachers**

Michael L. Gleason, Megan E. Melançon, and Karynne L. M. Kleine .....422–430

#### **The American Science Pipeline: Sustaining Innovation in a Time of Economic Crisis**

Gillian Hue, Jessica Sales, Dawn Comeau, David G. Lynn, and Arri Eisen .....431–434

## ARTICLES

#### **Just the Facts? Introductory Undergraduate Biology Courses Focus on Low-Level Cognitive Skills**

Jennifer L. Momsen, Tammy M. Long, Sara A. Wyse, and Diane Ebert-May .....435–440

<b>The Development of a Conceptual Framework and Tools to Assess Undergraduates' Principled Use of Models in Cellular Biology</b>	
Gail Richmond, Brett Merritt, Mark Urban-Lurain, and Joyce Parker .....	441–452
<b>A Diagnostic Assessment for Introductory Molecular and Cell Biology</b>	
Jia Shi, William B. Wood, Jennifer M. Martin, Nancy A. Guild, Quentin Vicens, and Jennifer K. Knight .....	453–461
<b>Learner-Centered Inquiry in Undergraduate Biology: Positive Relationships with Long-Term Student Achievement</b>	
Terry L. Derting and Diane Ebert-May .....	462–472
<b>Learn before Lecture: A Strategy That Improves Learning Outcomes in a Large Introductory Biology Class</b>	
Marin Moravec, Adrienne Williams, Nancy Aguilar-Roca, and Diane K. O'Dowd .....	473–481
<b>How Accurate Is Peer Grading?</b>	
Scott Freeman and John W. Parks .....	482–488
<b>Facilitating Learning in Large Lecture Classes: Testing the "Teaching Team" Approach to Peer Learning</b>	
Kathrin F. Stanger-Hall, Sarah Lang, and Martha Maas .....	489–503
<b>Using Invention to Change How Students Tackle Problems</b>	
Jared L. Taylor, Karen M. Smith, Adrian P. van Stolk, and George B. Spiegelman .....	504–512
<b>Teaching the Process of Molecular Phylogeny and Systematics: A Multi-Part Inquiry-Based Exercise</b>	
Nathan H. Lents, Oscar E. Cifuentes, and Anthony Carpi .....	513–523
<b>Teaching the Process of Science: Faculty Perceptions and an Effective Methodology</b>	
David Coil, Mary Pat Wenderoth, Matthew Cunningham, and Clarissa Dirks .....	524–535
<b>Integration of Information and Scientific Literacy: Promoting Literacy in Undergraduates</b>	
Jason A. Porter, Kevin C. Wolbach, Catherine B. Purzycki, Leslie A. Bowman, Eva Agbada, and Alison M. Mostrom .....	536–542
<b>The Undergraduate–Postgraduate–Faculty Triad: Unique Functions and Tensions Associated with Undergraduate Research Experiences at Research Universities</b>	
Erin L. Dolan and Deborah Johnson .....	543–553

*On the Cover*

Courtney Thomason, an undergraduate student at Murray State University, drew this buffalo berry plant (*Shepherdia argentea*). Thomason was a student in the reformed version of the introductory biology course, which was the subject of Derting and Ebert-May's study in this issue (p. 462). She has since entered a doctoral program at Texas Tech University.