



Biotremology 2016



Workshop

Authentic research in the classroom: transforming your course into a course- based research experience (cure) for undergraduates

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Active learning strategies such as using 1) primary literature as a learning tool, 2) guided inquiry learning curricula, and 3) early participation in undergraduate research have been shown to improve content learning, student confidence and identity as scientists, and retention and persistence in science degrees. By re-designing traditional lecture and laboratory courses into active learning courses framed around empirically validated teaching practices including course-based research, faculty can transform their own courses into research courses in which undergraduate students experience the process of science in an authentic way. By adopting these practices, faculty benefit from increased research productivity (data production and publication rate), connection active integration of teaching and research agendas, increased enjoyment and satisfaction of teaching, and a broadened research interest.

During this workshop, junior and senior faculty who are interested in transforming their traditional courses into research-based courses will 1) learn about research in active learning methodology, 2) discover the various methods of course-based research implementation, 3) examine the curricula of their own course(s) and evaluate the feasibility of transforming the course, and 4) work collaboratively to develop a course-based research teaching module framed around questions in biotremology.

Participants are asked to bring a copy of a syllabus for a course that they would be interested in transforming into a course-based research model.
