

SABER Round Table Schedule 2017

Saturday

Room	Table	Title and authors
312	1	<p>#27 Using student engagement behavior as an indication of instructional effectiveness Michael Moore*, Evan Davis, Donald French, Oklahoma State University; Cara Stephens, Cimarron Middle School</p> <p>#143 Narrative-based pedagogy enhances student-learning outcomes in a flipped undergraduate genetics course. Yunqiu Wang*, University of Miami, Florida</p>
330	1	<p>#6 A Quest to Enhance the Biology Graduate Student Learning Experience Kelly LaRue*, Charles Wray, The Jackson Laboratory</p>
330	2	<p>#146 Group type affects performance on collaborative tests Deborah Donovan*, Georgianne Connell, Western Washington; Daniel Grunspan, U Washington</p>
412	1	<p>#165 Analysis of Student Resource Use and Student Attitudes in Large Enrollment Introductory Biology Course SarahAdkins*, Samiksha Raut, UAB</p> <p>#128 Student learning gains and perceptions with Open Education Resources developed and modified for a novel non majors Biology course: The Biology of Sex and Death Aakanksha Angra*; Chrissy Spencer, GIT</p>
432 a	1	<p>#155 Developing a Constructed Response Question Targeting Student Understanding of Phospholipid Properties within a Cell Membrane Kamali Sripathi*, John Knapp, Rosa Moscarella, Kevin Haudek, Mark Urban-Lurain, John Merrill, MSU</p> <p>#190 Analyzing Structure-Behavior-Function models from a functional perspective Amanda Sebesta*, Chanchal Kahlon, Raquel Kragel, Elena Bray Speth, Saint Louis University</p>
432 b	1	<p>#145 Student Conceptualizations and Use of the Nature of Biology: A Pilot Study Dennis Lee*, Clemson University; Dylan Dittrich-Reed, Clemson University; Lisa Benson, Clemson University</p> <p>#126 Increased Student Understanding of NOS in a Science-themed English Composition Course Nancy Boury*, Lynn Lundy-Evans, Jeanine Aune, Iowa State University</p> <p>#182 Plagiarism or not? Investigating source incorporation problems in biology lab reports- WITHDRAWN Tricia Bertram Gallant, Madeleine Picciotto, Goran Bozinovic, Ella Tour*, UCSD</p>

Sunday

Room	Table	Title and authors
312	1	<p>#114 Engaging Introductory Students in a High-Enrollment Year-Long DNA Barcoding Course-Based Undergraduate Research Experience Joseph Harsh*, Oliver Hyman, Ray Enke, James Madison University</p> <p>#64 A CURE in Need of a Cure: Refining and Evaluating a Course-Based Undergraduate Research Experience Lara Goudsouzian*, Joshua Slee, DeSales Univ.; Jacqueline McLaughlin, Penn State Lehigh Valley</p>
330	1	<p>#158 Evidence Based Teaching Guides: Helping Practitioners and Researchers Identify and Use Education Research Literature Kristy Wilson*, Marian university; Cynthia Brame, Vanderbilt University</p> <p>#46 Learning Assistants' Actions in Introductory Undergraduate Biology courses: A Video Analysis Amreen Nasim Thompson*, Leanne Doughty, Robert Talbot, Laurel Hartley,; Paul Le, UC-Denver</p>
330	2	<p>#62 Are non-majors less skilled in their capacity to do science than majors? Sadie Hebert*, Sehoia Cotner, University of Minnesota</p> <p>#76 STUDENTS' DECISION-MAKING PROCESS WITHIN SOCIO-SCIENTIFIC ISSUES: THE USE OF DECISION-MAKING TOOL P. Citlally Jimenez*, Jenny Dauer, University of Nebraska-Lincoln</p>
412	1	<p>#93 What is the impact of concurrent courses utilizing active learning pedagogies? Considerations of student workload, well-being, and fatigue. Kelsey Metzger*, Cassidy Terrell, University of Minnesota, Rochester</p> <p>#77 Defining Core Competency Goals for Teaching the Interdisciplinary Nature of Science Alexa Clemmons*, Alison Crowe, University of Washington</p>
432 a	1	<p>#121 How students construct explanations about complex phenomena Emily Scott*, Michigan State University</p>
432 b	1	<p># 145/126/182 Roundtable on NOS and Writing</p>