Success Stories

Profiles of *Biology on the Cutting Edge* Users

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> *Biology on the Cutting Edge* keeps it real for the students.

Course Info

We use *Biology on the Cutting Edge* in conjunction with *Campbell Biology* and MasteringBiology for two courses: Biology 1020 and Biology 1030. These courses are the primary courses for students interested in continuing on in the life sciences. We have 1500 students a year in Bio 1020, the vast majority of whom are life science-directed. A recent survey showed that 900 of the 1500 believe they are going to be doctors. Our goal with the course is to provide students with a broad background in the vocabulary of biology so they may fully explore the life sciences in second to fourth year courses.

Assessment

Two midterms, one final, and ten MasteringBiology quizzes = Midterm One 15%, Midterm Two 25%, MasteringBiology 10%, Final 50%.

Implementation

We are working really hard on getting students to understand that there is much more to the life sciences and so much that changes the lives of Canadians in particular. There is great research occurring in Canada and they don't have to be doctors to be a part of that.

We incorporate the research material into lectures by referring to specific case studies that we have assigned as readings. We use them as examples during the lectures both to promote independent thought and to provide examples of the great work that is occurring here in Canada.

Benefits

Using *Biology on the Cutting Edge* has made us more interactive and Canadian. We have used examples and case studies in the past, but what has been available has been primarily American. *Biology on the Cutting Edge* has provided us with a great opportunity to introduce Canadian research. The instructor resources that come with *Biology on the Cutting Edge* make it easy to include it in a lecture seamlessly.

I use the research to engage, excite, and motivate the students and to help them see that there is a biological world outside of medicine. It better informs students so they can enter second year knowing more about the biological aspects of research.

One of my students who was reading the CO_2 article emailed me. He wanted to know what elevated $C0_2$ levels will do to crops in Manitoba. To have a first-year student ask a question that we don't yet know the answer to and that could lead to primary research is a win for that concept. It is bringing inquiry into their minds in first year.

Conclusion

Biology on the Cutting Edge keeps it real for the students. I believe you need to use every tool at your disposal to engage first-year students. Our end game is not just to teach them but to get them more involved in the life sciences and *Biology on the Cutting Edge* does just that! For next year I plan to tie it even further into our course.