

NWBIO, April 15-17, 2016—Hosted by the University of Oregon and Lane Community College, Eugene, Oregon

Location: **University of Oregon Campus (Willamette Hall, Lawrence Hall, Huestis Hall, Klamath Hall, Ford Alumni Center).**

Friday April 17th 2016				
5:00-7:30pm APPETIZER-ONLY DINNER & DRINKS (cash bar), REGISTRATION and WELCOME – Willamette Hall Atrium				
7:30pm EVENING SPEAKER Eugene Natural History Society Rebecca Vega-Thurber “Coral Reef Decline” – 177 Lawrence				
Saturday April 16th 2016				
8:00-8:30am Breakfast (oatmeal, bagels, hard boiled egg, fruit, coffee & tea)—Willamette Hall Atrium				
Session Rooms	Klamath Hall 5	Klamath Hall 13	Huestis Hall 129	Huestis Hall 130
8:30-9:30am 60 min. workshops	Comprehensive Metabolic Panels as a Means to Engage Physiology Students in Critical Thinking in Regards to Fluid and Electrolytes and Acid-Base Brian Nichols, Julie Nelson, & Katie Morrison-Graham <i>Lane Community College</i>	Got Lactase? Teaching Genetics and Evolutionary Biology Using Lactase Persistence as a Case Study Mickey Laney-Jarvis <i>Howard Hughes Medical Institute, Rogue Community College</i>	Forming Regional Biology Education Communities of Practice (CoPs) NWPULSE: Alyce DeMarais, Joann Otto, Pamela Pape-Lindstrom, William B. Davis, Jenny McFarland & Gita Bangera <i>University of Puget Sound, Western Washington University, Everett Community College, Washington State University, Edmonds Community College, Bellevue College</i>	Using Near-Peers to Facilitate Active Learning Lori Kayes, Devon Quick & Lindsay Biga <i>Oregon State University</i>
9:30-9:40am	BREAK - 10 min	BREAK - 10 min	BREAK - 10 min	BREAK - 10 min
9:40-10:10am 30 min. workshops	Developing Scientific Writing Skills in Major’s Biology Students Using a Year-Long Peer Review-Based Program Jennifer Schramm <i>Chemeketa Community College</i>	Universal Design: Blind and Visually Impaired Students in the Biology Majors Classes Stacey Kiser <i>Lane Community College</i>	Initial Program Development At The College of Western Idaho Nicole Frank <i>College of Western Idaho</i>	Developing an Introductory Biology Course for Non-Majors with a Focus on Science Literacy Leslie Coonrod <i>University of Oregon</i>
10:10-10:20am	BREAK - 10 min – Coffee & tea	BREAK - 10 min - Coffee & tea	BREAK - 10 min - Coffee & tea	BREAK – 10 min - Coffee & tea

Session Rooms	Klamath Hall 5	Klamath Hall 13	Huestis Hall 129	Huestis Hall 130
10:20-10:50am 30 min. workshops	An Activity to Teach the Scientific Method Through Active Learning in a Large Class Phil Lotshaw & Sheshank Mageshwar <i>University of Oregon</i>	Service-learning in the Natural Sciences Peg Boulay & Kathryn Lynch <i>University of Oregon</i>	Authentic Research in Undergraduate Biology Labs Tish Wiles <i>University of Oregon</i>	A Case Study that Integrates Ecology, Evolution and Genetics Carol Pollock <i>University of British Columbia</i>
10:50-11:00am	BREAK - 10 min	BREAK - 10 min	BREAK - 10 min	BREAK - 10 min
11:00-12:00pm	KEYNOTE: Martin Storksdieck "The link between college instruction and the quality of K-12 science and math education"— Willamette Hall rm 100			
12:00-1:00pm	LUNCH (Sandwiches & side salads): Willamette Hall Atrium			
1:00-4:00pm	FIELD TRIPS: Meet on 13 th Avenue in front of Huestis Hall for vans			
5:00-6:00pm	APPETIZERS and SOCIAL HOUR (cash bar): Ford Alumni Center Atrium			
6:00pm	DINNER and KEYNOTE: Karen Guillemin "Lessons learned from listening to host-microbe systems"— Ford Alumni Center Ballroom			
Sunday April 17th 2016				
8:00-8:30am	Breakfast (oatmeal, bagels, hard boiled egg, fruit, coffee & tea)—Huestis Hall Lobby			
Session Rooms	Klamath Hall 5	Klamath Hall 13	Huestis Hall 129	Huestis Hall 130
8:30-9:30am 60 min. workshops	Do Targeted Written Comments and Rubric Method of Delivery Affect Performance on Future Human Physiology Lab Reports? Zachary Clayton & Sierra Dawson <i>University of Oregon</i>	Teaching Homeostasis in Physiology, A&P and Animal Biology Courses Jenny McFarland & Mary Pat Wenderoth <i>Edmonds Community College, University of Washington</i>	Training Biology Graduate TAs for Excellence in the Classroom Jessica White, Lori Kayes & Kristen Andersen <i>Oregon State University</i>	Developing Effective Active Learning In-Class Content For Front-Loaded Biology Courses Jan Just <i>Portland Community College</i>
9:30-9:40am	BREAK - 10 min	BREAK – 10 min	BREAK - 10 min	BREAK - 10 min

Session Rooms	Klamath Hall 5	Klamath Hall 13	Huestis Hall 129	Huestis Hall 130
9:40-10:10am 30 min. Sharing Sessions	The Flipped Classroom Jessie McAbee <i>Bellevue College, Seattle Central College</i>	GenEd Science/Biology: Why is it important? Christine Andrews & Lisa Bartee <i>Lane Community College & Mt. Hood Community College</i>	Teaching Guidelines Marie Gabbard <i>College of Western Idaho</i>	Making the Big Class Feel Small Sierra Dawson <i>University of Oregon</i>
10:10-10:20am	BREAK - 10 min – Coffee & tea	BREAK - 10 min - Coffee & tea	BREAK – 10 min - Coffee & tea	BREAK – 10 min - Coffee & tea
10:20-11:20am 60 min. workshops	Building Community and Creating Authentic Learning Opportunities Jacqlyn King & Jon Runyeon <i>University of Oregon</i>	Supporting Classroom Innovation with Our Science Literacy Teaching Journal Club Elly Vandegrift & Julie Mueller <i>University of Oregon</i>	Oregon Introductory Biology Majors Summit Report NW Biology Consortium <i>Lane Community College, Mt Hood Community College, Western Oregon University, Oregon State University, Linfield College, Willamette University, University of Portland, Whitman College</i>	Developing Scientific Writing Skills Kathy Nomme <i>University of British Columbia</i>
11:20-11:30am	BREAK - 10 min	BREAK - 10 min	BREAK - 10 min	BREAK - 10 min
11:30am	NWBio Business Meeting Klamath Hall rm 5			