Round table sessions
SATURDAY

Group 1 Instrument Development--------Room Bruininks 512a

Diversifying discussions: How do we facilitate talking about biology in our classes?
paper ID  44 Marin Melloy (University of Minnesota - Twin Cities)*; Sagal Mohammed (University of Minnesota); Abdi Warfa (University of Minnesota); Petra Kranzfelder (University of Minnesota); Marcos Garcia-Ojeda (University of California, Merced); Jennifer Bankers-Fulbright (Augsburg University)

Development of Epistasis and Epigenetics Concept Inventories: Phase One
paper ID  249 Nancy Boury (Iowa State University)*; Rebecca Seipelt-Theiman (Middle Tennessee State University)

Group 2: Studying CURES--------Room Bruininks 512b

Using Data-Driven inquiry to build a computational course based undergraduate research experience in limnology
paper ID  164 Seth Thompson (University of Minnesota)*; Sehoya Cotner (University of Minnesota); James Cotner (University of Minnesota)

Designing Professional Development Initiatives for Graduate Teaching Assistants Facilitating Course-based Undergraduate Research Experiences (CUREs)
paper ID  151 Amie Kern (University of Texas at El Paso)*; David Esparza (University of Texas at El Paso); Amy Kulesza (Center for Life Sciences Education); Corrie Pieterse (Center for Life Sciences Education); Seema Rivera (Clarkson University); Jeffrey T. Olimpo (The University of Texas at El Paso)

Group 3 Learning in Informal Settings--------Room Bruininks 412

9 Understanding undergraduates’ informal learning experiences at a regional zoo
Ashley Heim (University of Northern Colorado)*; Emily Holt (University of Northern Colorado)

39 Middle School Female Interest in STEM and STEM Careers Before and After a Summer-Camp Experience
Kara E Baldwin (Illinois State University)*; Rebekka Darner (Illinois State University)

Group 4 Graduate Student Development--------Room Bruininks 312

A proposed model for evaluating an interdisciplinary graduate training program
paper ID  101 Jyothi Kumar (Michigan State University)*; Shin-Han Shiu (Michigan State University); tammy m long (Michigan State University)

Improving the Laboratory Experience for Undergraduate Students and Graduate Teaching Assistants: A Baseline Study
paper ID  127 Michelle Nugent (NC State University)*; Miriam Ferzli (NC State University)

Group 5 Innovative Pedagogies-------Rm Bruininks 330 table north

Sloganing: A structured activity to help students recall science article content
paper ID  84 Jacob Adler (Brescia University)*

Are Learning Gains from a Recurring “Teach and Question” Homework Assignment Reproducible in a Variety of Classrooms?
paper ID  48 Elizabeth G Bailey (Brigham Young University)*; Madeleine McWhorter (Brigham Young University); Clair Wootan (Brigham Young University)

Group 6 Integrating Active Learning Into Instruction-------Rm Bruininks 330 table south

Integrating research into undergraduate experiences through a community science program
paper ID  292 Ana E Garcia Vedrene (UC Los Angeles)*

Helping instructors incorporate active learning into their undergraduate biology classrooms: the Promoting Active Learning and Mentoring (PALM) Network
paper ID  223 Susan Wick (University of Minnesota)*
SABER 2019 Round Table abstracts

--------SUNDAY--------

Group 1 Studying CUREs--------Room Bruininks 512a

Let's Get Real: Implementation of Authentic Research Experiences
Paper ID 260 Rachelle Spell (Emory University)*; Christopher Beck (Emory University)

CURE labs and inquiry-based classrooms improve understanding of science practices in different ways
paper ID 296 Bryan D White (University of Washington Bothell)*; Dana Campbell (UW Bothell School of STEM); Thelma Madzima (University of Washington, Bothell); Alaron Lewis (UW Bothell School of STEM)

Stand-Alone CUREs for Classrooms Beyond the Research-Intensive University
paper ID 197 Sarah J Adkins (University of Alabama at Birmingham)*; Jeffrey Morris (University of Alabama at Birmingham)

Group 2: Instrument Development--------Room Bruininks 512b

Development of Constructed Response Items to Elicit Student Thinking About Ecology and Use with Automated Assessment
paper ID 186 Michael Fleming (CSU Stanislaus)*; Juli Uhl (Michigan State University); Kevin Haudek (Michigan State University)

Development of a Constructed Response Automated Assessment Question to Elicit Student Thinking About Epigenetics
paper ID 163 Juli Uhl (Michigan State University)*

Group 3 Learning in Groups--------Room Bruininks 412

Cooperative Game Play used as a means to Teach and Develop Team-working Skills in the Biological Sciences
paper ID 239 Amanda Salsberg (Bethel University)*; Sara Wyse (Bethel University)

Group Size Has No Effect on Student Performance or Attitudes in a Student-Centered Biology Class
paper ID 71 Deborah Donovan (Western Washington University)*; Georganne Connell (Western Washington University)

Impact of Group Exams in Non-majors Biology: a Mixed Methods Analysis
paper ID 300 Lindsay Chaney (Snow College)*

Group 4 Instructional Practices--------Room Bruininks 312

You can publish this too! Highlighting and receiving credit for developing innovative instructional activities
paper ID 33 Michelle Smith (Cornell University)*; Erin Vinson (University of Maine)

Team Based- Flipped Classroom in Microbiology: Case Based Learning
paper ID 212 Samantha Giordano-Mooga (UAB)*

Group 5 Core Competencies & Study Strategies
Room Bruininks 330 table north

155 Mapping Core Competencies in the Undergraduate Biology Curriculum
paper ID 155 Alexa Clemmons (University of Washington)*; Alison Crowe (University of Washington)

162 Teaching an old dog new tricks: Effects of teaching evidence-based study strategies on student learning
paper ID 162 Tara Siominiski (North Dakota State University)*; Sarah Montplaisirn (North Dakota State University); Mary Jo Kenyon (North Dakota State University); Jennifer Momsen (North Dakota State University)

Group 6: Student Skill Development: Graphing, Visualization, & Reasoning
Room Bruininks 330 table south

301 Identifying knowledge bases for graphing in biology: A student theoretical model
paper ID 301 Joel K. Abraham (California State University, Fullerton)*, Elizabeth Suazo-Flores (Pur

297 Teaching and Assessing Qualitative Reasoning Skills in Undergraduate STEM Courses
paper ID 297 Mays Imad (Pima County Community College)*; Kerianne Murphy Wilson (University of California Irvine)

128 A Network for Three Communities Centered on Visualizations for Biology Education
paper ID 128 Susan Keen (UC Davis)*; Gael McGill (Harvard Medical School); Jodie Jenkinson (University of Toronto)