VOL. 78 | NO. 1 THE AMERICAN

BIOLOGY TEACHER



About Our Cover

The cover photo showing Utah's Great Salt Lake was taken by NASA astronauts from the International Space Station, 222 nautical miles above the Earth's surface. From this vantage, half of the lake looks bright red, and the other half ocean-blue. The sharp line visible across the lake results from a railroad causeway, which limits water flow between the two parts. The red color stems from blooms of tiny "extremophiles" (saltloving microbes) in the northern, hypersaline part of the lake, which is 8× saltier than the oceans.

As detailed in the feature article by Priya DasSarma et al. on pages 7–13 of this issue, the vibrancy of one such spectacular extremophile can now be brought into the classroom. Using the brightly colored model microbe Halobacterium sp. NRC-1, many modern principles of biology become accessible to

Halobacterium sp. NRC-1 is a member of the third Domain of life, the Archaea, and is utilized in research labs all over the world It is well known for its tolerance of multiple environmental stressors on Earth and its ability to survive Mars and space-like conditions, with potential applications in biotechnology.

The striking cover image was taken during International Space Station's Expedition 40 on July 6, 2014, using a Nikon D3S camera with a 200 mm focal length lens at f/14.0 aperture, 1/800 second shutter speed, and ISO 200.

Contents

Feature Articles

i catalic / li ticics
Inquiry-driven Teaching & Learning Using the Archaeal Microorganism Halobacterium NRC-1 Introducing a colorful model microbe and the many ways in which it can be used for experiential learning Priya DasSarma, Kelley Tuel, Susan Dean Nierenberg, Tony Phillips, Wolf Thomas Pecher, Shiladitya DasSarma
Providing open access to both content resources and an engaging storyline can be achieved using a "serious game" model Madelene Loftin, Kelly East, Adam Hott, Neil Lamb
Biogeography, Phylogeny, Geology & Interactive Learning Using research databases to work collaboratively and think critically about the evolutionary history of ratites Cristina Sousa
Exploring Models in the Biology Classroom Describing a range of ways in which models can be used in the classroom Caleb M. Bryce, Vikram B. Baliga, Kristin L. De Nesnera, Duran Fiack, Kimberly Goetz, L. Maxine Tarjan, Catherine E. Wade, Veronica Yovovich, Sarah Baumgart, Donald G. Bard, Doris Ash, Ingrid M. Parker, Gregory S. Gilbert
Research on Learning
Nonmajors' Shifts in Attitudes & Perceptions of Biology & Biologists Following an Active-Learning Course: An Exploratory Study Showing the practice of biology as an obtainable, rewarding, and relevant career Grant E. Gardner, Jeff Bonner, Jennifer Landin, Miriam Ferzli, Damian Shea
Inquiry & Investigation
Three Simple Experiments to Examine the Effect of Sediment Pollution on Algae-Based Food Webs in Streams Streams and stream macroinvertebrates are ideal natural systems for ecological inquiry Patrick M. Edwards, Rodney Shroufe
Tips, Tricks & Techniques
Active Learning in the Undergraduate Classroom: A Journal-Club Experience Designed to Accentuate Course Content Practicing the ability to effectively read, retain, and apply information from scientific literature Kelsi L. Anderson
Departments
From the President • Awakening the Biology Education Advocates within Us All

Book Reviews • Elizabeth Cowles, Department Editor......78