SESSION 14 (three presentations)  
(College) Frontenac, JW Marriott  
SCST Session: Aiding Student Learning via Online Quizzing on Course Management Systems  
Anneke M. Metz (anneke@montana.edu), Montana State University, Bozeman  
Do students cheat on, or benefit from, weekly online quizzes in large biology lecture courses?  
Quiz access and performance data yield some surprising insights.  

SCST Session: Blended Learning: Results of an Ongoing Study —Science Teaching—  
(Bio)  
Lee E. Hughes (lhughes@unt.edu), University of North Texas, Denton  
Blended learning combines face-to-face and online teaching strategies. We’ll look at results of an ongoing study on a blended-format freshman biology course for majors.  

SCST Session: Hybrid Introductory Biology Course: Lessons Learned —Science Content—  
(Bio)  
Linda Crow (lcrow@lonestar.edu), Lone Star College-Montgomery, Conroe, Tex.  
I will share a hybrid version of an introductory nonmajors biology course and resulting suggestions for use. Lecture time was decreased by one hour and replaced by online activities.  

SESSION 15  
Sense in Molecules —Professional Development—  
(High School—College) Maurepas, JW Marriott  
Bruce Nash (nash@cshl.edu), Cold Spring Harbor Laboratory, Cold Spring Harbor, N.Y.  
Learn how your students can use DNA to predict their ability to taste a bitter substance and then test the relationship between phenotype and genotype.  

SESSION 16 (two presentations)  
(General) Orleans, JW Marriott  
Incorporating Family Science in a University Science Methods Course —Science Teaching—  
(General)  
Donna B. Gee (donna.gee@angelo.edu), Angelo State University, San Angelo, Tex.  
University students collaborate with their peers and local school staff to plan and implement a family science night.  

Creating an Informed Citizenry One Family at a Time —Science Teaching—  
(General)  
Hudson Roditi (hroditi@amnh.org) and Jay Holmes (jhholmes@amnh.org), American Museum of Natural History, New York, N.Y.  
Urban Advantage, which supports science learning in informal settings, provides professional development for students and families to supplement students’ success in science projects.  

SESSION 17  
NARST Session: Using a Concept Map to Guide Instruction: The Impact on Teachers’ Understanding of Evolution —Professional Development—  
(General)  
Rosalie, JW Marriott  
Susan Gomez-Zwiep (sgomezwp@csulb.edu), California State University, Long Beach  
Shawn Holmes, North Carolina State University, Raleigh  
A concept map was used to plan instruction, identify misconceptions, and structure assessment for a teacher inservice that blended evolution and inquiry. Impact is discussed.