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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	The new life sciences -- Changing goals and outcomes in introductory life science course laboratories -- Incorporating discovery-based laboratory experiences at the introductory level -- The constraints and realities of discovery-based laboratories -- A model introductory biology course -- Two model scenarios for an intermediate-level life science course -- Assessments and why they are important -- Fully incorporating vision and change.
Sommario/riassunto	For nearly a decade, scientists, educators and policy makers have issued a call to college biology professors to transform undergraduate life sciences education. As a gateway science for many undergraduate students, biology courses are crucial to addressing many of the challenges we face, such as climate change, sustainable food supply and fresh water and emerging public health issues. While canned laboratories and cook-book approaches to college science education do teach students to operate equipment, make accurate measurements and work well with numbers, they do not teach students how to