the Digital Library by subject, of which there are four: Bacteria – including three units relating to antibiotic resistance; Fungi – with three units relating to aflatoxins; Molecular Biology – including nine units relating to genetics, biological imaging, animal and plant physiology, statistics, ecology, cytogenetics, and molecular techniques; and Viruses – with three units relating to pandemics, influenza, and molecular biology. A click of the search link for each subject provides the name of the module, the topic, and a brief overview of the module. The link to search all materials leads to a list of all of the above units plus, at present, another 16 units that appear to be in progress and have not yet been cross-linked within a category. The final link on the Welcome page is to the WPST main page. One must leave the site to determine that WPST is the Wisconsin Program for Scientific Teaching. It would be helpful to include sponsoring information on the Welcome page.

The Digital Library includes materials that follow a strict format. Each module begins with a pdf link to “Download Teachable Unit” and, if warranted, a second link to “Download Supplemental Materials.” Within the module, a spreadsheet includes the name of the developer as well as a description of the primary and secondary learning goals, scientific teaching themes, diversity, active learning, and assessment. After downloading and examining several of the modules, it was clear that the descriptions within the framework matched the materials provided for the unit. The units include active learning components such as think-pair-share activities, concept map activities, and group discussions. Some include a teaching plan, as well as pre-class tutorials, a pre-class quiz, and other materials.

For many of the units, the intended audience does not appear to be specified, although for the “Integrating biology: solving an ALS mystery” unit, the targeted audience was a sophomore level three-unit lecture course for biology majors, while “Statistical tools for biology undergraduates to plan and interpret experiments” is intended for an introductory biology class. The “Molecular biological techniques: critical thinking and research design” module appears to be an upper division module, although the target audience is not specified. Information about the targeted audience would be helpful to the instructor searching for modules to use with a particular audience. Fortunately, however, active learning is suitable for any level, and an instructor may wish to modify the material to suit his or her class.

Navigation of the site is straightforward. To the extent that module titles are representative of the content, finding a module appropriate for a particular class should be relatively easy. The Welcome page reminds the reader that the materials are “in the publication process.” The site provides another location to look for reviewed and pretested classroom materials.

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Scientific Teaching Digital Library Website

<http://scientificteaching.wisc.edu/materials>

DOI: 10.1128/jmbe.v11.i1.151

The Welcome page of the Scientific Teaching Digital Library site describes the library as “a compendium of innovative instructional materials that have been designed to engage students in the rigor and spirit of scientific research.”

The site consists of a Welcome page and links to search