Fall Greetings BioQUESTer’s:

Want to see all our exciting adventures this week at #nabt23? Here’s a Google album BQ Executive Director, Sarah made to capture some of the fun we had! Please let me know if you attended and have other pictures you would like to add (I can also just add you to the album so you can upload directly).

The National Association of Biology Teachers met at the beginning of the month in Baltimore, Maryland, and it was an exciting time for the BioQUEST community! We had so many BioQUESTers there presenting, learning, and discussing all things biology teaching. BioQUEST’s QB@CC project held two workshops, BioQUEST founder, John Jungck, ran a workshop, BioQUEST’s Director of Outreach and Strategic Engagement, Sam Donovan, assisted with two workshops, and the Executive Director, Sarah Prescott, and Deputy Director, Deb Rook, along with Sharon Homer-Drummond shared a poster.

Did you present at NABT? Share your materials on QUBES and get a citation and DOI to add to your CV and T&P packages. Check out the resources already posted and see instructions on how to add yours!

P.S. If you’re coming across this newsletter on the QUBES website or on social media, you can subscribe here to keep in touch!

In this newsletter:

BioQUEST News

- QUBES Corner
- Publications
- Partner Summit

Partner Corner: News & Opportunities

- OCELOTS Spring 2024 FMN
- BioGraphI Spring 2024 FMN
- Teaching Ecology for All Undergraduate Audiences
BioQUEST News

QUBES Corner

15 open educational resources were published to the QUBES Library in October with 2,831 resources in total. Browse the new resources here.

- Featured Resources
  - Outside the Norm: Using Public Ecology Database Information to Teach Biostatistics (CourseSource)
    This lesson focuses on the change in the richness of native species for a specified area with the aid of iNaturalist and the capacity for analysis afforded by Google Sheets. We emphasized the skills of data entry, storage, organization, curation and analysis.
  - Science "Fails": A Bank of Historical Examples for Learning From Failure in Science (CourseSource)
    This resource is a curated a bank of "failure" examples as a teaching tool to encourage and guide discussions about learning from failure. We highlight systemic barriers to embracing failure and note resources (time, funding, security, cultural capital) that facilitate second chances.
Featured Publications

We are so proud of the amazing scholarly work that is coming out of our community. Congratulations to the authors and thank you for your work.

**PLOS ONE, November 2023**

"An international consensus on effective, inclusive, and career-spanning short-format training in the life sciences and beyond"


If you have published a paper related to your work with BioQUEST and/or the QUBES platform, please let us know (send the link to Molly)!

Partner Summit

Register now for the BioQUEST February 2024 Partner Summit!

To celebrate our partners' accomplishments, to make their work and BioQUEST and the QUBES Platform's roles more visible, and to strengthen and connect our communities, we're inviting partner leaders to the BioQUEST Partner Summit 2024. This virtual event will feature lightning talks from partner leaders to showcase the excellent work we've done together and opportunities for networking and discussion with leaders in the BioQUEST/QUBES community. Learn how other groups are using the QUBES platform, find new collaborators and resources, and brainstorm ways to overcome project challenges.

Are you the leader of a project that is not yet a BioQUEST partner? Join us to learn about the benefits of partnering with BioQUEST and meet fellow project leaders.

Partner News and Opportunities

Applications Open for OCELOTS Spring 2024 FMN

Instructors: Are you interested in adopting an online module
that will internationalize your courses? Our modules focus on authentic research in tropical biology — case studies from all over the tropics. **Apply now** to join us for the OCELOTS Spring 2024 Faculty Mentoring Network (FMN), conducted by the OCELOTS Network (for facilitating Online Content for Experiential Learning of Tropical Systems) and BioQUEST.

Participants in this FMN will implement an OCELOTS online module in tropical biology in one of their undergraduate biology courses. Many modules incorporate interactive data tools. Participation in virtual sessions every other week will enable collaboration with, mentoring by, and other support from our team of tropical researchers and specialists in active learning methods, the 4DEE (Four Dimensional Ecology Education), media, and interactive data tools.

Applications are due December 1. Please visit our [group page](#) for additional information and instructions on how to apply.

**Applications Open for BioGraphI Spring 2024 FMN**

The **BioGraphI (Biologists and Graph Interpretation)** project is now accepting applications from interested faculty to participate in our Spring 2024 Faculty Mentoring Network (FMN). During this semester-long professional development opportunity, participants will learn how to prepare and implement their own BioGraphI modules into their courses. BioGraphI modules are designed to address data literacy skills while fostering diversity in undergraduate biology classrooms. These modules are lessons about graph and data interpretation that feature the scientific contributions of counterstereotypical biologists who are members of underrepresented groups. BioGraphI lessons include video interviews with these biologists, allowing students to hear directly from counterstereotypical scientists about their discoveries. For more information, please visit our [website](#).

Applications for the Spring FMN are due on December 1, 2023 and can be submitted through our [application link](#).

**Applications Open for the Teaching Ecology for All Undergraduate Audiences 2024 Faculty Mentoring Network**

The Transforming Ecology Education to 4D (TEE) project is excited to host a Faculty Mentoring Network (FMN) in Spring 2024. The Teaching Ecology for All Undergraduate
Audiences FMN aims to help educators adapt their teaching for undergraduate courses to incorporate the Four-Dimensional Ecology Education (4DEE) framework. Benefits of Participating include:

- A stipend of $1,000 for full participation at all virtual sessions
- Receive ESA Education Scholar recognition
- Become eligible for additional travel support of up to $2,200 to organize and present a workshop for educators on your education product.
- And much more!

Applications are due December 3rd. Visit their Group Page to find more information and to apply.

**RIOS Accepting Applications for Funded Working Groups**

The RIOS Community is calling all colleagues and peers in Open Education, Open Pedagogy, Open Educational Resources and STEM Education to consider developing a Working Group. This is an opportunity for colleagues to come together and collaborate on addressing a challenge in STEM and Open Education.

We are always accepting proposals on a rolling basis. Working Groups are intended to meet regularly (weekly or biweekly) for no more than 3 months. Working Group leaders will be mentored and supported by a RIOS team member.

So far we have funded working groups on topics like: Reclaiming the Language of Advocacy, Broadening Representation and Recognition in STEM curricula with OERs, A Culturally Responsive Instructor Training Curriculum and more! Submit a proposal and visit our site to learn more about Working Groups.

**Research in Undergraduate Mathematics Education (RUME) Survey**

We are from a RUME (Research in Undergraduate Mathematics Education) working group, supported by QB@CC (Quantitative Biology at Community Colleges) and we are reaching out to college faculty who teach mathematics and/or statistics courses to participate in a research study examining the usage of real-world
applications in mathematics and/or statistics college courses. The purpose of this study is to characterize the use of real-world application problems by mathematics faculty in their courses and the reasons for using (or not using) application problems.

Participation in this study involves completing a short online survey, followed by an online or in-person interview. All of your information will be collected confidentially and only the study researchers will be able to access your identifying information. Your participation in this study is voluntary. You may decline to answer any question and you have the right to withdraw from participation at any time.

If you are interested in participating, please click on this link.

---

**Teachers' self-efficacy For Inclusive Teaching Survey**

Alec Cattell, Associate Director of the Teaching, Learning, and Professional Development Center and Director of the Ethics in Teaching & Learning program at Texas Tech University in the Teaching, Learning, and Professional Development Center in collaboration with Tara Stevens, a professor from the College of Education at Texas Tech, are conducting a research study on the measurement of teachers' self-efficacy for inclusive teaching.

Please consider participating in this research study about your self-efficacy for using inclusive teaching practices. Your participation is completely voluntary, and there are no direct benefits for your participation, but we appreciate your time and effort. You will be asked to rate your confidence that you can use specific teaching practices. We will also request information about your inclusiveness training and teaching background.

The survey should take between 5 and 10 minutes to complete, and you can stop at any point and skip any questions you prefer not to answer. There are no foreseeable risks to your participation. To protect your confidentiality, no names will be collected.