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Process review
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The following are a few examples of aspects of the course have challenged my thinking about learning Biology in a societal context. Some of the examples represent changes that I want/have to bring/brought to my classroom. Other examples are topics that have spoken to me individually and I want to know more to enrich my understanding of Biology in the social context. All the examples represent a shift in me towards framing Biological learning in a social context.

1. Theme of racism influencing science. Both the pellagra and IQ readings have piqued my interest to read more about eugenics in America. These cases are close historically and the remnants still can be visible in today's culture of 'good marriages'. I noticed that the pellagra reading came from a book about racism in science and referred to Malthus. I realized that while I refer to Malthus every year as I segue into evolution I know very little about the man or his work.
2. Free writing as a way to clear away distractions and gain some focus. This is something that I have already implemented with a tutorial class that I team-teach. I often would come to class on Thursdays needing to gain some focus on the task at hand. The free writing gave me that chance. I see this with my tutorial students, for them it is a matter of focus and extracting ideas not a matter of ability.
3. PKU case intersecting processes. PKU is a disorder that I teach each year in some detail because of its genetic, biochemical and dietary connections. I never however looked at it in the context of living with the disease. I approached it with my students as a solvable disorder. The intersecting processes approach has opened my eyes to the complexity of even a 'solvable' disease.
4. Are my case studies giving away too much? I have been using case studies in my teaching for the past 5 years. The beriberi case was different in that it brought in more history and approached the beriberi from the ground up. This led me to a much deeper understanding of beriberi even though I give a thiamin case study each year. This

experience has prompted me to take a second look at my materials to see where they can be further developed.

5. PBL as a method of delving into the complex world of Biology. The problem based learning method was new to me. I see its relationship to case learning but the virtually complete freedom of the learner was an idea that I latched onto at the start of the course. I was struck by our very first PBL experience related to the 1918 flu pandemic and the wide array of avenues that everyone in the class took with their impromptu to research.