

Bioscience Education Journals

Advances in Physiology Education – Print and Online (full text)

Electronic ISSN: 1522-1229; Print ISSN: 1043-4046

<http://advan.physiology.org/>

Quarterly publication containing peer-reviewed descriptions of strategies for teaching, reports of education research, critical reviews of current educational practice, essays on physiology education, and articles that organise the content of physiology for problem-centred learning. Published by the American Physiological Society. Online access is free to all. Access to the print version is by institutional or individual subscription.

Bioscience Education – Online (full text & PDFs)

ISSN 1479-7860

www.bioscience.heacademy.ac.uk/journal/

A peer-reviewed bi-annual publication of the Centre for Bioscience.

The journal publishes a range of original articles on tertiary level biosciences education, including peer-reviewed research and practice papers. The journal will be of interest to tertiary level staff and students and to upper secondary school staff. Contributions welcome!

Bioscience Education
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Biochemistry and Molecular Biology Education – Print and Online (Tables of Contents and abstracts only, without subscription) ISSN 1539-3429; Print ISSN 1470-8175

www3.interscience.wiley.com/cgi-bin/jhome/112782101

A bi-monthly publication containing articles on teaching techniques and practice, and methods of assessment of the effectiveness of new educational approaches, research in biochemistry and molecular biology education, and details of simple, tried and tested laboratory experiments. Issues also contain reviews of books and other teaching aids. Published on behalf of the International Union of Biochemistry and Molecular Biology.

CAL-aborate – Print and Online (full text and PDFs to download)

ISSN 1443-4482

<http://science.uniserve.edu.au/pubs/callab/>

An annual international non-refereed journal covering use of computers in Biochemistry, Biology, Chemistry, Computer Science, Geography, Geology, Mathematics & Statistics, Physics and Psychology Higher Education. Published by UniServe Science in collaboration with the UK Higher Education Academy Subject Centres, the Swedish Council for the Renewal of Higher Education and BioQUEST Curriculum Consortium, USA.

CBE- Life Science Education – Online (full text)

ISSN 1536-7509

www.lifescied.org/

CBE- Life Sciences Education is a free, quarterly online journal published by the American Society for Cell Biology (ASCB). The Journal publishes original, previously unpublished, peer-reviewed articles on life science education at the K-12 outreach, undergraduate and graduate levels. Within biology, CBE is particularly interested in how students are introduced to the study of life sciences, as well as approaches in cell biology, developmental biology, neuroscience, biochemistry, molecular biology, genetics, genomics, bioinformatics, and proteomics. All published articles are available freely online without subscription.

Focus on Microbiology Education – Online (open access to Tables of Contents; full text available to subscribers only) ISSN 1542 - 9210

www.microbelibrary.org/about/index.asp?bid=1079

Articles range from events, to current issues in the undergraduate microbiology curriculum, to technology in the classroom. Published by the American Society of Microbiology.

International Journal of Science Education – Print and Online (content pages only without subscription) **Print ISSN:** 0950-0693; **Online ISSN** 1464-5289

www.tandf.co.uk/journals/tf/09500693.html

Studies in all settings for science education, i.e. informal, primary, secondary, higher, adult and continuing, and vocational. Contains general articles, innovations and developments, research reports and book reviews. Published by Taylor and Francis.

Journal of Biological Education – Print and Online (abstracts and hot-topics)

ISSN 0021-9266

www.iob.org/general.asp?section=publications&article=jbe.xml

This journal of applied educational research covers policy and curriculum developments and results of research into the teaching, learning and assessment of biology. Published quarterly by the Institute of Biology.

Journal of Food Science Education – Online

<http://members.ift.org/IFT/Pubs/JFSE/>

The Journal of Food Science Education (JFSE) is an online journal created to provide information on current innovations, trends, and issues surrounding food science education. Published by the Institute of Food Technologists (Chicago, USA).

Journal of Natural Resources and Life Sciences Education – Print and Online (current editions for subscribers only, archives available free to all)

Online ISSN: 1539-1582; Print ISSN 1059-9053

www.jnrise.org/

The journal covers all disciplines in the life sciences, natural resources, and agriculture. Articles published include research, notes, case studies, software, slide sets, letters, editorials, profiles, and media reviews. Published annually by American Society of Agronomy (Madison, Wisconsin).

Journal of Research in Science Teaching – Online (full text)

Print ISSN 0022-4308, Online ISSN 1098-2736

www3.interscience.wiley.com/cgi-bin/jhome/31817

Not specifically HE. Includes reports on issues in science teaching and learning and science education policy. Articles include investigations employing qualitative, ethnographic, historical, survey, philosophical, or case study research approaches; position papers; policy perspectives; critical reviews of the literature; and comments and criticism. New York: John Wiley & Sons, Inc.

Journal of Undergraduate Neuroscience Education (JUNE) – Online (full text)

ISSN 1544-2896

www.funjournal.org/

JUNE is an online journal that publishes peer-reviewed reports of innovations in undergraduate neuroscience education. The journal provides a mechanism for faculty to exchange information regarding topics such as laboratory exercises, new media, curricular considerations, and teaching methods.

Journal of Microbiology & Biology Education (JM&BE) – Online (open access to Tables of Contents; full text available to subscribers only)

ISSN 1542-8818

www.microbelibrary.org/about/index.asp?bid=1076

This peer-reviewed publication published by the American Society for Microbiology showcases scholarly work in the field of microbiology education. Its scope includes outcome-based learning activities and courses that convey important concepts about the microbial world; techniques used to study micro organisms; and assessment of student learning, teaching techniques, or program effectiveness.

PLANET – Print and Online (full text) ISSN 1473-1835

www.gees.ac.uk/pubs/planet/

Geography, Earth and Environmental Sciences Subject Centre's learning and teaching publication. Presents examples and case studies of good practice; some of which will be of interest to those teaching in the biosciences. Published bi-annually.

Proceedings of UniServe Science Workshops (various), University of Sydney – Online (full text)

<http://science.uniserve.edu.au/pubs/procs/>

UniServe caters for undergraduate Life, Earth and Physical Sciences and promotes awareness and usefulness of materials in the new technologies, available for use in teaching.

Journal of Chemical Education – Print and Online (Table of contents freely available, full articles to subscribers only)

<http://jchemed.chem.wisc.edu/>

A monthly, subscription-only journal published in print. Full-text and supplemental materials for some articles are published online; available only to subscribers. Abstracts of articles are published online as is a searchable index of titles and authors. Although intended for the chemistry disciplines the journal contains both lab and classroom based activities that could be of interest to bioscientists. Published by the American Chemical Society.

Journal of Geography in Higher Education – Print and Online (Tables of contents freely available, full articles to subscribers only)

Print ISSN: 0309-8265 Online ISSN1466-1845

www.tandf.co.uk/journals/carfax/03098265.html

Published three times a year, the Journal of Geography in Higher Education aims to show the importance of teaching and learning in higher education, articles on fieldwork and teaching methods (e.g. PBL) could be of interest to bioscience teaching staff.

Undergraduate Bioscience Journals



Bioscience Horizons is a free online journal publishing the best undergraduate bioscience research from the UK and Republic of Ireland. The journal provides a forum for students, their supervisors and institutions, to showcase high quality undergraduate research work, strengthening the link between teaching and research in higher education. All papers are written by students and based on final year research projects.

www.oxfordjournals.org/our_journals/biohorizons/

Origin an in-house undergraduate journal developed through a Centre for Bioscience Teaching Development Grant. Origin was created to publish representative examples of the research undertaken by Biological Science students at the University of Chester.

www.chester.ac.uk/origin/

Biolog-e a graduate e-journal of assessed final year research projects. Each issue includes articles based on a sample of first class research projects from students on the Biology programmes at the University of Leeds, covering Biology, Animal Science, Zoology and Genetics. A longer term aim is to develop the journal with interested undergraduates taking responsibility for peer review and editing, enabling them to develop work-based skills and a deeper understanding of skills required for successful research careers.

www.fbs.leeds.ac.uk/students/ejournal/current/

BURN (Biosciences Undergraduate Research at Nottingham) is a showcase for undergraduates presenting articles and scientific reports of student research from across the Bioscience divisions. All the research reported in BURN has been carried out by undergraduate students in the University of Nottingham, School of Biosciences.

www.nottingham.ac.uk/~sbzml/

Journal of Young Investigators (consortium of several universities) JYI's web journal (which is also dedicated to the presentation of undergraduate research in science, mathematics, and engineering. It publishes the best submissions from undergraduates, with an emphasis on both the quality of research and the manner in which it is communicated. The journal, JYI, also allows students to experience the other side of the scientific publication process: the review process. Students working with their faculty advisors review the work of their peers and determine whether that work is acceptable for publication in JYI.

<http://jyi.org/>