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Dr. Loertscher is focused on research to understand and improve student learning in undergraduate chemistry and biochemistry. Her research in this area focuses on the ways in which faculty classroom practices influence students' understanding of foundational concepts and their ability to develop transferable skills like teamwork and analysis of complex problems.

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The Loertscher group is focused on research to understand and improve student learning in undergraduate chemistry and biochemistry. She is co-author of an active learning textbook for biochemistry entitled Foundations of Biochemistry and has worked with a community of faculty to create learning and assessment materials for use in the undergraduate biochemistry classroom.

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Foundations Biochemistry Jenny Loertscher Pacific Dr. Loertscher is focused on research to understand and improve student learning in undergraduate chemistry and biochemistry.

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I use this book in my teaching, as an active learning appendix to a big-volume Biochemistry text book. It has several lame exercises, to be sure, but also has quite a few very powerful ones. The exercises on metabolism are excellent and for an engaged student can provide deep understanding of the processes of Biochemistry.

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Foundations in Biochemistry by Jenny Loertscher and Vicki Minderhout Pacific Crest: Lisle, IL, 2009. 140 pages, paper cover 978-1602635241. \$22. reviewed by Mark T. Werth Foundations in Biochemistry is a workbook designed to accompany an instructor's chosen biochemistry textbook. The book is based on the process-oriented, guided-inquiry learning

Higher education is coming under increasing scrutiny, both publically and within academia, with respect to its ability to appropriately prepare students for the careers that will make them competitive in the 21st-century workplace. At the same time, there is a growing awareness that many global issues will require creative and critical thinking deeply rooted in the technical STEM (science, technology, engineering, and mathematics) disciplines. However, the existing and ingrained structures of higher education, particularly in the STEM fields, are not set up to provide students with extensive skill development in communication, teamwork, and divergent thinking, which is needed for success in the knowledge economy. In 2011 and again in 2014, an international conference was convened to bring together university leaders, educational policymakers and researchers, and funding agency representatives to discuss the issue of institutional transformation in higher education, particularly in the STEM disciplines. Central to the issue of institutional transformation is the ability to provide new forms of instruction so that students can gain the variety of skills and depth of knowledge they will need. However, radically altering approaches to instruction sets in motion a domino effect that touches on learning space design, instructional technology, faculty training and reward structures, course scheduling, and funding models. In order for one piece to move, there must be coordinated movement in the others, all of which are part of an entrenched and interconnected system. *Transforming Institutions* brings together chapters from the scholars and leaders who were part of the 2011 and 2014 conferences. It provides an overview of the context and challenges in STEM higher education, contributed chapters describing programs and research in this area, and a reflection and summary of the lessons from the many authors' viewpoints, leading to suggested next steps in the path toward transformation.

This book offers physiology teachers a new approach to teaching their subject that will lead to increased student understanding and retention of the most important ideas. By integrating the core concepts of physiology into individual courses and across the entire curriculum, it provides students with tools that will help them learn more easily and fully understand the physiology content they are asked to learn. The authors present examples of how the core concepts can be used to teach individual topics, design learning resources, assess student understanding, and structure a physiology curriculum.

In *Handbook of Drug Monitoring Methods: Therapeutics and Drug Abuse*, authors discuss the different analytical techniques used in today's practice of therapeutic drug monitoring and drugs of abuse as well as alcohol testing with relevant theory, mechanism, and in-depth scientific discussion on each topic. This volume is the perfect handbook and quick reference for any clinical laboratory, allowing clinicians to find the potential source of a false-positive or a false-negative result in the daily operation of a toxicology laboratory. At the same time, this book can also be used as a reference for medical technologists, supervisors, laboratory directors, clinical chemists, toxicologists, and pathologists to find in-depth cause of a potential interference and what tests can be ordered to circumvent such problem. The volume's first half focuses on various issues of therapeutic drug monitoring. Additional chapters cover

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analysis of heavy metals, alcohol testing, and issues of drugs of abuse testing. These chapters are written by experts in their relative sub-specialties and also by the editor. Comprehensive and timely, Handbook of Drug Monitoring Methods: Therapeutics and Drug Abuse is the ideal text for clinicians and researchers monitoring alcohol and drug testing and other important tasks of toxicological laboratory services.

The ChemActivities found in General, Organic, and Biological Chemistry: A Guided Inquiry use the classroom guided inquiry approach and provide an excellent accompaniment to any GOB one- or two-semester text. Designed to support Process Oriented Guided Inquiry Learning (POGIL), these materials provide a variety of ways to promote a student-focused, active classroom that range from cooperative learning to active student participation in a more traditional setting.

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