

The August 2016 issue of *ABT* contained several articles demonstrating new teaching strategies in the field of biology. However, there was no discussion of two more fundamental questions that should be answered prior to a choice of pedagogical strategies. First, we should ask “Why should a student take a biology course in high school or undergraduate

college?” The answers to this question will lead directly to the second question: “What topics in biology should be taught and to what depth? Only when there are good answers to these questions can an appropriate teaching/learning strategy be selected.

Incidentally, some of the strategies discussed in this issue may represent old wine in

new bottles. For example, I cotaught a course for first-year college students in 1956–57 that would now be considered a “flipped course.”

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