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Biochemistry and Molecular Biology Education WILEY

EDITORIAL

It is an honor to serve as Editor-In-Chief of *Biochemistry and Molecular Biology Education (BAMBEd)*. From the beginning of my professional career as an undergraduate until now, learning and understanding biochemistry and molecular biology and endeavoring to communicate its importance and value, have intertwined. In graduate school, I was lucky enough to be in the laboratory of Harold White III, or as we now call him, Mr. PBL. Hal was a regular contributor to BAMBEd. When I became a faculty member engaging in student-centered education, Hal brought me into the fold of biochemistry educators—a community of enthusiastic DBERS (Discipline Based Education Researchers) eager to share and mentor.

Combining my interests in laboratory research with teaching and learning was synergistic and motivating. Experimenting with the emerging examples about how students learn, I changed and adapted my classroom and laboratory style and objectives, guided by the research of my BMB colleagues and others including chemists and physicists. In addition, seeing the need to recruit future scientists, my goals included finding ways to overcome the hurdles that prevented some from pursuing and succeeding in STEM.

My journey as a biochemist began around the same time that BAMBEd was conceived and the first issue published. Members of the IUBMB (then the IUB) had the foresight to publish *Biochemical Education* in the early 1970s.[1] BAMBEd was a unique voice for those of us teaching BMB and in the beginning, I was a reader and adopter, learning from others who published. Over time, I began to conduct research on teaching and learning. I attended conferences and gained collaborators, shared ideas, and most importantly, received critical feedback. The community of educators is a warm and welcoming cadre of like-minded scientists. I developed experiments for undergraduates that taught laboratory skills, challenged their critical thinking, taught them to communicate via papers and oral presentations and how to operate in a team. Some of the ideas were spectacular successes, others were dismal failures. I became a member of the BAMBEd Editorial Board, continuously learning as I reviewed.

When the opportunity arose to become EIC I was enthused, having worked with Phil Ortiz, and Judy and Don Voet, former editors of the journal. All their dedication to the quality of the journal, and the mentoring and support of the BMB community, was evident. They, and the editors before them, have led many of the efforts to overhaul and change the way we teach and students learn. Over time, there has been a sea change in the value of our work, as research in STEM education became a rallying and global call to action. How and what we teach and assessment of learning have proven critical to how we use and apply the best practices.

Sharing skills in BMB education is done in many venues, and BAMBEd is one route. In addition, the BMB societies of the IUBMB have demonstrated their support for and need for excellent education for our future scientists and educators. This fall, the IUBMB will host the triennial meeting in Australia, and education will be a critical part of the conference (https://www.bmh2024.com/). As I have been supported by the mentoring and experiences of others, I embrace the opportunity to foster the continued research and community of BMB educators.

IUBMB 50th Anniversary and the history of BAMBED,

Angelo Azzi

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https://iubmb.onlinelibrary.wiley.com/doi/full/10.1002/bmb.2005.494033032461.

History of IUBMB

https://iubmb.org/about/history-of-iubmb/.

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ENDNOTE

[1] *Biochemical Education*, Volume 1, Number 1, 1972, A Quarterly Bulletin of the International Union of Biochemistry, edited by P. N. Campbell and B. A. Kilby.

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