

EDITORIAL

The Reviews Are In: Resources For Undergraduate Neuroscience Education

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There is great satisfaction for an Editor in Chief to be found in the moment an issue has been finalized for publication, and the time comes for preparing a suitable editorial for the issue. And then there are those moments when time for that simply doesn't exist—such as when conference travel conflicts with a publication date. Such is the case as we finalize this Fall 2014 issue, and I must rush to the airport to attend the IASP World Congress on Pain in Buenos Aires. So it is with great satisfaction but little editorializing that I say this issue of the *Journal of Undergraduate Neuroscience (JUNE)* continues an expanded focus in our media review section. Our editorial board and review board members, along with others, have responded to the development of our cooperative agreements with publishers, and in this issue examine a wide range of neuroscience-relevant writing for its potential use in enriching undergraduate neuroscience education. I remind interested readers of *JUNE* that they, too, can be a part of *JUNE*'s media review team by contacting *JUNE* at JUNEFUNJOURNAL@gmail.com to inquire about available titles.

In this issue, we have six reviews contributed by Cecala (Glickstein's *Neuroscience: A Historical Introduction*), Grisham (Wallisch et al.'s *MATLAB for Neuroscientists*), Kalat (Frazzetto's *Joy, Guilt, Anger, Love*), Krishnan (Meneses's *Identification of Neural Markers Accompanying Memory*), Lom (Schoonover's *Portraits of the Mind*), Strickland (Carter and Shieh's *Guide to Research Techniques in Neuroscience*), and seven laboratory experiences and instruction technique articles sure to enrich the neuroscience curriculum. Deal et al. discuss the use of a K-12 outreach program as a way to educate neuroscience students; while Kasuga and Ushiba detail their development of a new experimental system for teaching theories of visuomotor learning to undergraduates in the laboratory. Köver, lead author of a group of coauthors, gives details on an exercise using the writing of grant proposals in a first-year neuroscience course to foster students' scientific thinking skills. Martins and Mello-Carpos provide us with an examination of the use of Brain Awareness Week activities to promote student interest in their curricular neuroscience components, and Monesson-Olson, Troconis, and Trapani detail an exercise recording field potentials from zebrafish larvae during escape responses.

In the classroom, Walters et al. explore the claims of a variety of commercial products to impact favorably on cognitive function, as a way to drive home lessons in research methods. Yates and Stavnezer complete this issue, discussing the use of regional neuroscience network to engage students involved in summer research programs. As we all move into the rhythms of a new

academic year, these authors provide us with a wealth of suggestions for opportunities to pursue new approaches to our own courses and laboratory experiences. From the conference and dance floors in Argentina, best wishes for a productive school year.

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