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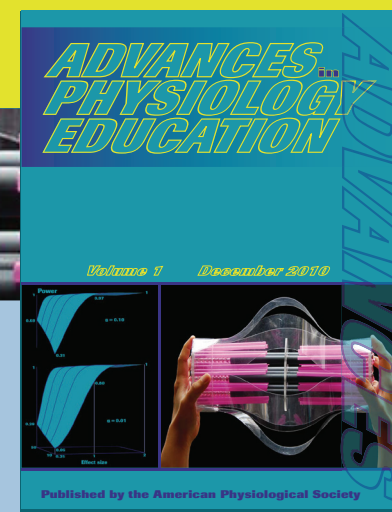
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Editorship



Editor-in-Chief: Robert Carroll, PhD

Robert Carroll is Professor of Physiology at the Brody School of Medicine at East Carolina University, and holds an adjunct appointment in the Department of Emergency Medicine.

Editor's Home Page: www.the-aps.org/publications/advan

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Scope of Journal

Advances in Physiology Education promotes and disseminates educational scholarship in order to enhance teaching and learning of physiology, neuroscience and pathophysiology. The journal publishes peer-reviewed descriptions of innovations that improve teaching in the classroom and laboratory, essays on education, and review articles based on our current understanding of physiological mechanisms. Submissions that evaluate new technologies for teaching and research, and educational pedagogy, are especially welcome. The audience for the journal includes educators at all levels: K-12, undergraduate, graduate, and professional programs.

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Article Types

HOW WE TEACH: Descriptions of strategies for teaching and assessment in which authors state the educational problem addressed and describe the intervention.

TEACHING IN THE LABORATORY: Peer-reviewed papers that fall into two categories. "How We Teach in the Laboratory" papers meet the criteria described above in the "How We Teach" section. "Curriculum and Materials" papers are more descriptive contributions that describe innovative laboratory activities for students and suggestions for constructing or adapting equipment or existing curriculum.

HISTORICAL PERSPECTIVES: Scholarly essays pertaining to the history of the discipline and profession of physiology.

PERSONAL VIEWS: Substantive essays that present philosophical perspectives on physiological education. They must be scholarly but can be provocative, pointed, candid, and reflective.

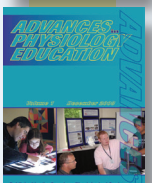
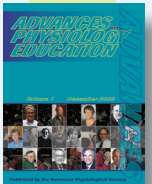
USING CLASSIC PAPERS TO TEACH PHYSIOLOGY: Submission of original manuscripts in concert with the APS Legacy Project and its accompanying Essays on APS Classic Papers. Papers published in this category will describe, in detail, how a classic paper published in an APS journal selected from the Legacy Project can be used to teach physiological principles to undergraduate or graduate students.

STAYING CURRENT: Helps readers stay current in physiology and education. Contributions will consist of short reviews that describe recent advances in and/or new methods in physiology and are expected to highlight important concepts that should be taught to students.

ILLUMINATIONS: A column designed to facilitate the sharing of good ideas that are quite beneficial in improving the teaching and learning of physiology but may not be adequate for a full manuscript.

LETTERS TO THE EDITOR: Letters expanding on any topic discussed above.

MEETING REPORTS AND ANNOUNCEMENTS: Reports from meetings of interest and announcements of upcoming meetings around the world.



Editor's Selected Articles

- **From Claude Bernard to the Batcave and beyond: using Batman as a hook for physiology education**
E. Paul Zehr
Advan in Physiol Edu 35:1-4, 2011. doi:10.1152/advan.00120.2010
- **The case of thyroid hormones: how to learn physiology by solving a detective case**
Camilo Lellis-Santos, Gisele Giannocco, and Maria Tereza Nunes
Advan in Physiol Edu 35:219-226, 2011. doi:10.1152/advan.00135.2010
- **The Healthy Heart Race: a short-duration, hands-on activity in cardiovascular physiology for museums and science festivals**
Thomas A. Pressley, Melvin Limson, Miranda Byse, and Marsha Lakes Matyas
Advan in Physiol Edu 35:275-279, 2011. doi:10.1152/advan.00026.2011