

Contacts

Publisher: Ben Crowe
Editor: Paul Smaglik
Marketing Manager: David Bowen

European Head Office, London

The Macmillan Building
4 Crinan Street
London N1 9XW, UK
Tel +44 (0) 20 7843 4961
Fax +44 (0) 20 7843 4996
e-mail: naturejobs@nature.com

Senior European Sales Manager:
Nevin Bayoumi (4978)

UK/ RoW/ Ireland:

Matt Powell (4953)
Andy Douglas (4975)
Frank Phelan (4944)
Netherlands/ Italy/ Iberia:
Evelina Rubio Hakansson (4973)
Scandinavia: Silje Opstrup (4994)
France/ Belgium:
Amelie Pequignot (4974)

Production Manager: Billie Franklin

To send materials use London
address above.
Tel +44 (0) 20 7843 4814
Fax +44 (0) 20 7843 4996
e-mail: naturejobs@nature.com

International

Advertising Coordinator:
Hind Berrada (4935)
Naturejobs web development:
Tom Hancock
Naturejobs online production:
Ben Lund

European Satellite Office

Germany/ Austria/ Switzerland:
Patrick Phelan, Odo Wulffen
Tel + 49 89 54 90 57 11/-2
Fax + 49 89 54 90 57 20
e-mail: p.phelan@nature.com
o.wulffen@nature.com

US Head Office, New York

345 Park Avenue South,
10th Floor, New York, NY 10010-1707
Tel +1 800 989 7718
Fax +1 800 989 7103
e-mail: naturejobs@natureny.com

US Sales Manager: Peter Bless

US Advertising Coordinator:
Linda Adam

Japan Head Office, Tokyo

MG Ichigaya Building (5F),
19-1 Haraikatamachi,
Shinjuku-ku,
Tokyo 162-0841
Tel +81 3 3267 8751
Fax +81 3 3267 8746
Asia-Pacific Sales Director:
Hideki Watanabe
e-mail: h.watanabe@naturejpn.com

naturejobs

An electoral lecture

The classic whispered advice to new professors goes something like this: focus on researching and publishing; spending too much time on teaching can hamper your career. "I've heard that," says Dennis Jacobs, professor of chemistry at the University of Notre Dame in Indiana. But he's chosen to ignore it. Jacobs was last month named US professor of the year for research and doctoral universities by the Council for Advancement and Support of Education and the Carnegie Foundation for the Advancement of Teaching.

Over the years, Jacobs has tweaked his courses to make them less reliant on lectures and memorizing facts. For example, in his introductory chemistry course he talks briefly about a concept — how various bonds are formed, for example. Before he performs an experiment to demonstrate the concept, he asks students to predict an outcome — perhaps whether the temperature of the solution will rise, fall or stay the same. He then asks them to discuss their theory with their neighbours and vote. Next, he canvasses the lecture hall for different answers. After the opinions are aired, he asks for another vote, performs the experiment and discusses the outcome.

Preparing this type of lecture takes a lot of work, and his colleagues have asked whether it is worth the effort. So, after overhauling his course for the first time a few years ago, he tried his new approach on only one group, and compared long-term outcomes of the students with the modified and standard teaching styles. Not surprisingly, students that he has tracked from the modified class did better overall in other chemistry classes than those who received the more standard instruction.

Perhaps such data — and awards that acknowledge similar successes — will also turn teaching into something that is emphasized, rather than swept aside.

Paul Smaglik
Naturejobs editor



Contents

WWW.NATUREJOBS.COM

Career centre
Information on the
scientific job market

FOCUS

SPOTLIGHT

RECRUITMENT

SCIENTIFIC ANNOUNCEMENTS

SCIENTIFIC EVENTS