## **EDITORIAL**

## Continued Challenges for Neuroscience Education During the COVID-19 Pandemic

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The neuroscience education community has proven resilient in the face of the COVID-19 pandemic. Unfortunately, it appears that we will need to continue to adapt to existing as well as new challenges that the pandemic presents to student attendance, test taking, and teaching and learning activities in both in-person and remote modalities. It is our hope that our colleagues will continue to turn to the Journal of Undergraduate Neuroscience Education (JUNE) for innovative ideas, guidance, and curriculum support in neuroscience education during these difficult times.

The Fall 2021 issue of JUNE reflects the diversity of subject matter and instructional delivery methods that make neuroscience education so special, unique, and flexible. For example, this issue contains manuscripts describing course implementation of a case study (Cammack et al., 2021), a novel board game (Kaur, 2021), a free, online textbook (Lim, 2021), and in-person or remote laboratory exercises (Gelperin and Ambrosini, 2021; Ho et al., 2021; Koob et al., 2021; Na and Morris, 2021; Peterson, 2021; Wickham et al., 2021). The works by Neuwirth et al. (2021) and Roth and Gavin (2021) are examples of the commitment from Faculty for Undergraduate Neuroscience (FUN) and JUNE to share and promote diversity, equity, and inclusion work in neuroscience education. Ng and Newpher (2021) describe their analysis of the impact of class size in team-based learning, while Branco (2021) shares course design approaches that do not use traditional exams. Finally, Ramirez and Normansell (2021) give a historical account of the creation of FUN thirty years ago.

It takes a village to create every issue of JUNE. I thank the Faculty for Undergraduate Neuroscience, the JUNE editorial board, manuscript authors and reviewers, and Rachael Murdock for their work and support during these difficult times when JUNE is needed more than ever.

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Received and accepted December 13, 2021.

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