

EDITORIAL

Moving Closer to the Way Neuroscience Education Was before the COVID-19 Pandemic

Raddy L. Ramos

Department of Biomedical Sciences, College of Osteopathic Medicine, New York Institute of Technology, Old Westbury, NY 11568.

With vaccination rates increasing across the world, colleges and universities are working diligently to bring students back onto campuses. Those institutions that had already brought students back for in-person learning are now lifting policies that required social-distancing, mask wearing, and temperature checks. All of the above will move neuroscience education closer to the way things were before the COVID-19 pandemic. A necessary and difficult discussion that will emerge, however, within the neuroscience and STEM education communities will center around the lessons learned from the pandemic and what practices and policies should be included in the “new normal,” such as remote and asynchronous learning. I am certain that some of those viewpoints will also be reflected in future JUNE articles.

The Spring 2021 issue of JUNE reflects the diversity of subject matter and instructional delivery methods that make neuroscience education so special and unique. For example, this issue contains manuscripts describing the use of case studies (Bindelli et al., 2021; Lemons, 2021), simulations (Northcutt, 2021), service learning projects (Cammack and Melton, 2021), and course-based research experiences (Johnson et al., 2021; Ryan and Casimo, 2021). The work by Wilson et al., (2021) describes a seminar course focused on neuroscience in popular culture while two manuscripts describe the use of course content focused on neuro-immune system interactions (Lemons, 2021; Watanabe, 2021). The current issue also features four “Amazing Papers” manuscripts which highlight papers that can be used in remote seminar or journal-club type courses (Strathern, 2021; Wilson, 2021; Sane, 2021; Takemori, 2021). Finally, the work by Grisham and colleagues summarizes the authors’ approaches and recommendations for teaching computational neuroscience (Grisham et al., 2021).

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Address correspondence to: Dr. Raddy L Ramos, Department of Biomedical Sciences, New York Institute of Technology College of Osteopathic Medicine. Email: rramos02@nyit.edu.

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