

Scholarship in Times of Crisis

Over the past eight months, many of us have had to change how we teach and innovate how we deliver the content in our courses to our students. We have created virtual lab experiences. We have created virtual learning modules. We have recorded or delivered our lectures synchronously using virtual conferencing platforms. We have implemented virtual labs delivered by commercial education service entities. We have navigated remote assessment and testing. We have mentored student bioinformatics, data analysis, survey and statistical research that utilized previously collected data when we couldn't use our labs.

This issue highlights your creative innovations for instruction of large lectures online, newly developed virtual labs and teaching tools for instruction of instrumental analysis and crime scene, tools for accessing DNA data in cloud servers and virtual analysis, and assessments of student learning in virtual education in a special section, "Scholarship in Times of Crisis."

Also in this issue you will find papers reporting upon course-based undergraduate research experiences, or CUREs, which have been found to be effective in engaging more undergraduate students - and a more diverse population of undergraduates - in research. Central to the *Journal's* mission of being a resource for all forensic educators, there are papers focused on education in the fields of large enrollment introductory forensic courses, crime scene investigation, forensic biology and instrumental analysis. Keep reading and contact us with your feedback, submissions and ideas.

Best Regards,

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