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## Before and After the COVID-19 Pandemic, Parasitology Education

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### EDITORIAL

Several face-to-face and blended (i.e., face-to-face and online) learning strategies, including disciplinary-based and problem-oriented approaches, have been utilised to teach the various disciplines of parasitology around the world since the beginning of the twenty-first century. Various learning philosophies, such as ‘community of inquiry’, ‘connectivism’, and ‘online collaborative learning’, have been employed in online and/or hybrid parasitology teaching. In parasitology and other disciplines where students form the learning community and numerous technologies are used, the ‘blending with pedagogical purpose paradigm’ has recently become popular. Multimedia is used to

- Scaffold and provide subject/course information
- Foster reflective blog journals among students, with cooperation and peer-to-peer learning
- Evaluate student learning

Face-to-face teaching and interactions among students, which are crucial components of a learning environment, are typically used to achieve social presence in a learning context. These blended, student-centered learning techniques, which employ adaptable digital technology, have become useful instruments for successful and engaging parasitology teaching and learning over the last two decades.

In practically every country throughout the world, the COVID-19 pandemic has put existing teaching and learning techniques to the test, from primary schools to postsecondary institutions. Rapid conversion from face-to-face or blended learning to entirely online or distance learning was necessary, but it could be difficult because a good online learning programme is sophisticated, resource-intensive, and time-consuming. Here, we provide insights gained from our experiences at the Melbourne Veterinary School, where we quickly devised solutions for the online delivery of large, group-based veterinary parasitology sessions. Our purpose is to relate our personal experiences as a result of the COVID-19 pandemic, which has created a great deal of uncertainty and obstacles in practically every aspect of life. The rapid change in the tertiary education system could signal the start of a new era in course delivery. The adoption and/or modification of teaching and learning strategies that were tested (because to necessity) during the COVID-19 lockdown may inspire or impact parasitology curricula development.

The COVID-19 epidemic has disturbed parasitology curriculum around the world, and it is believed that parasitology education will be reshaped as a result. We address the prospects afforded by remote teaching during COVID-19 lockdowns, allowing the establishment of interactive online parasitology courses, and we share our experiences with remote teaching and learning of veterinary parasitology.