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The Editors' Perspective: Online Teaching and Learning in A Pandemic

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Keywords

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The Editors' Perspective: Online Teaching and Learning in A Pandemic

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OT Education in a Global Pandemic

This is the beginning of the fifth year of publication for the *Journal of Occupational Therapy Education*. The flexibility of college learning has certainly been stretched in 2020 with the global pandemic. We have grown along with occupational therapy faculty worldwide in recognizing the advantages and challenges of teaching and learning virtually. Many occupational therapy faculty are at their best as face-to-face educators. Even for faculty accustomed to online instruction, teaching remotely during COVID-19 posed new challenges (Hodges, 2020). As we move from emergency remote teaching to more well-designed online learning experiences, occupational therapy faculty are relying on instructional technology teams or colleagues with more online teaching experience.

As many college educators in the allied health fields are aware, visible cognitive, social, and instructor presence improve the success of the online classroom (Stetter, 2018). Instructor experience, course pedagogy, and engaging students in peer interactions can dampen the negative effects of the pandemic on college learning (Orlov et al., 2020). This year we will feature a special edition of the *Journal of Occupational Therapy Education* devoted specifically to occupational therapy online teaching and learning.

JOTE from 2017 to 2020

From the beginning of the journal, *JOTE* editors have received over 380 manuscript submissions. A total of 59 peer-reviewed articles were published by *JOTE* in 2020. Original research articles represent 83% (n=49) of *JOTE*'s publications last year,

followed by educational innovations 12% (n=7); theory 1.6% (n=1); editorials 1.6% (n=1), and educational and instructional technology 1.6% (n=1).

Table 1

JOTE Publications from Volume 1, 2, 3, and 4

Publication Type	Vol 1-3	Vol 4	Total
Original Research	65	49	114
Educational Innovation	21	7	28
Theory	3	1	4
Educational and Instructional Technology	1	1	2
Editorial	3	1	4
Total	93	59	152

At the time of this publication, JOTE articles have been downloaded all over the world more than 42,400 times with almost half of the downloads (over 22,600) occurring in 2020. Based on the average number of full-text downloads per day since the article was published, the five most downloaded articles are:

- 1) Use of Case Studies to Promote Critical Thinking in Occupational Therapy Students by Denise D. Allen and Susan Toth-Cohen
- 2) Enhancing Professionalism Among OT Students: The Culture of Professionalism by Kate Reiter, Loriann Helgeson, and Supawadee C. Lee
- 3) Telehealth Student Experiences and Learning: A Scoping Review by Katrina M. Serwe, Makayla Heindel, Isabel Keultjes, Hailey Silvers, and Samantha Stovich
- 4) Pre-entry Selection Assessment Results and Final Degree Outcomes of Occupational Therapy Students: Are There Relationships? By Sarah Louise McGinley
- 5) Design of an OSCE to Assess Clinical Competence of Occupational Therapy Students by Nancy E. Krusen and Debra Rollins.

In addition to authors from the United States, authors from Australia, Norway, Hong Kong, and Canada have published articles in *JOTE* in 2020.

In This Issue

This current issue of *JOTE* features 10 original research articles with research participants being master's, doctorate, and Level II students. Other publications include three educational innovations and one book review. Original research topics range from student stress, teaching sexuality, literacy skills, cultural humility, an occupation-centered intervention assessment, the impact of the Sensory Form on students' confidence and confidence, an online anatomy review, student experiences of team-based learning, impact of integrative seminars on level II fieldwork readiness, and skill development through occupational therapy fellowship programs. One research study involved undergraduate occupational therapy students from Singapore and another article was about occupational therapy students from Australia. The remaining original research studies were from authors in the United States. The innovative education articles pertain to experiential learning on a transitional care unit and interprofessional education with physical therapists and physician assistants. The book review provides a summary and analysis of a book to guide entry-level OTD capstone development.

We continue to be inspired and impressed with the work of our colleagues in education and appreciate the trust you place in *JOTE*. We look forward to continuing to publish your work as a platform for improved occupational therapy education.

The Editors

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