

INTERNATIONAL JOURNAL OF THE FACULTY OF AGRICULTURE AND BIOLOGY,
WARSAW UNIVERSITY OF LIFE SCIENCES – SGGW, POLAND

Editorial

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The Teaching corner: announcing a new section of *Communications in Biometry and Crop Science*

That education of crop science is important needs no proof – important for producers, for governments and societies, for agriculture and environment in general. We must ask why scholarly publishing in the crop science realm does not offer very many possibilities to disseminate research and discussion on crop science education; or at least, that occasionally does not publish educational texts? Do you know any particular journal or a journal section that is not reluctant to do that?

While there are various outlets for teaching statistics, teaching crop science, for whatever reason, seems to be disregarded in international literature. It's high time to open this door. It is thus my great pleasure to announce a new section of *Communications in Biometry and Crop Science*, the "Teaching corner." I hope the corner will fill this gap in crop science literature.

The section, nonetheless, will not be focused on crop science only. As CBCS stands on two pillars, i.e., crop science *and* biometry for crop science, the *Teaching corner* will do so as well. Thus, as the name suggests, papers related to teaching crop science and biometry/statistics for crop science will fit the corner's profile. Articles related to teaching at any level, from preschool to university, are of interest – although for obvious reasons articles dealing with the university level will likely be most often published. Whether long or short, formal or informal, data-driven or essay-like, it does not matter; what matters is whether the manuscript is interesting and valuable for students and/or teachers.

Examples of submissions include:

- research on teaching crop science and biometry
- classroom activities
- use of games in teaching
- software in the teaching context
- plant material in the teaching context
- introduction to interesting topics, interesting for both teachers and students
- discussion papers on controversial topics of interest for teachers and/or students

- case studies (e.g., statistical analysis of an interesting experiment) that offer material ready to be used by teachers: for example, the data, software code, interpretation, etc. The example must teach something!

I am quite sure that papers published in the *Teaching corner* will find their readers among educators, consultants, students, but also researchers looking for support in their daily work. Importantly, CBCS aims to form a bridge between crop scientists and biometricians working in crop science. My gut feeling is that this corner can help us build this bridge at a more basic level, without complex methodologies and approaches, sometimes too difficult to understand for non-specialists.

Should you have any questions or ideas, do not hesitate to contact me. I am looking forward to your submissions!