

Editorial

The challenge of teaching and/or learning science, or scientific knowledge, has been shown to go (or to *have* to go) beyond the topics discussed during classes offered as part of undergraduate or graduate programs. The acquisition of knowledge in the field of pedagogy (education focused on the science of teaching), and also of educational psychology, has become essential to ensure a better academic performance of professors.

In line with the challenges that are inherent to the educational process in the field of dentistry, research (education focused on the science of learning) increasingly stands out as one of the different abilities that any professor should have. In undergraduate programs, initiatives such as Young Talents and Scientific Internships have called the attention not only of students, but also of other beginners who desire to create and solve problems from different points of view and fields of interest, observing, analyzing, describing, creating. Organizing ideas and learning how to think, reflect, and interpret are important requirements and training goals during this process. Graduate programs, in turn, at Masters, doctoral, and post-doctoral levels, should guide candidates in their teaching-learning processes, which will then form one single process of continuous learning.

At both undergraduate and graduate levels, dedication, persistency, and creativity are the qualities that distinguish these professionals. As a result, the institution and its board should recognize the real value of teaching, research, and community outreach activities, not as an isolated, fragmented action, but rather as practice based on the learning process as a whole, where all parties learn and autonomously seek knowledge. Any professional intending to deal with this new generation of students should be as complete and have as many abilities as possible (they will no longer be only professors, or researchers, or practitioners). We, professors, should be open to learn with this generation, taking the opportunity to acquire new abilities as an educator, as a researcher, and perhaps even as a father or mother.

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