

## From science of dentistry to technology of education



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***“To raise new questions, new possibilities, to regard old problems from a new angle, requires creative intelligence and marks real advance in science.” – Albert Einstein***

Greetings!

Science, my friends, is a process of investigating. It is again impossible for a scientist to learn what he thinks he already knows, giving birth to a crystal clear context: train your mind like a parachute, for both work best, when open! And research in dental science demands a virtue as plain as common sense, as infinite as imagination, merciless to fallacies in logic. I thank, in this regard, to all my readers, for an over whelming response to our preceding issue and copious contributions consisting of high quality scientific literature.

Lately, there have been deliberations concerning educational reforms, particularly in the field of medical and dental education. Here, I would like to accentuate upon the educational experience in academic health centers. Learning, is an active process going on inside a student’s mind and teacher’s main role is to facilitate this learning process.<sup>1</sup> Problem-based learning, competency based curricula and evaluation have been researched and advocated on time-to-time basis to meet changing perceptions in educational realm. Objective Structured Clinical Examination (OSCE), Early Clinical Exposure (ECE) and Peer-Assisted Learning (PAL) are few instruments encompassing an array of unique philosophies, with proven effectiveness, in teaching-

learning process.<sup>2</sup> However, the advent of multimedia technology and the internet have revolutionized educational technologies from cryptic legacy applications used by classes to mainstream applications adopted by masses.

The recent being, e-learning via Massive Open Online Courses (MOOC’s), where a simulated lecture scenario not only helps to bridge the gap between delivery and receiving, but also exposes students in field of research and science to explore contents of their field from a global perspective. Human Patient Simulation (HPS) and Virtual Patients (VP) are some of concept frameworks that can be used to characterize educational technology applications. Concurrently, faculty empowerment strategies in domain of medical education technology too need to be implemented to teach the dentists of tomorrow with techniques of today! I am candidly optimistic about the bigger role, medical education technology has to play in future.

I shall promptly culminate from where I began, by recalling an epic quote from *Louis Pasteur* as ***“Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world. Science is the highest personification of the nation because that nation will remain the first which carries the furthest the works of thought and intelligence.”***

It is my earnest request that we, as dental fraternity, be in cahoots to contribute in every meaningful way to see our country as well as the world prosper, for the overall benefit of human community.

May the Light of Knowledge be with you!

With Best Wishes,

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