



Editorial

The journal “Athena”, designed by our Escola Superior de Saúde Fernando Pessoa as a digital platform for hosting scientific reflections, namely on the exercise of the method, which stimulates the teaching-learning process and enriches the results of training in the area of the health sciences, will certainly make a significant contribution to the promotion of critical thinking inherent to the higher education, which supports well-founded analyzes that generate desirably creative and innovative syntheses.

The transitivity of the verb to teach with its double complement of accusative and dative is completed with the transitivity of the verb to learn, which is why it is didactics and its improvement that best contribute to the objectives of pedagogy. If teaching does not mobilize learning, does not achieve the recommended results, it is imperative to question methodologies, not only the teaching methodology but also the learning methodology, as teaching to learn is the best way of learning to teach.

Reflection on the results of teaching in learning and on the various ways of evaluating them with consistency and balance becomes more pressing, in this time of rapid technological evolution with interference in the teaching and learning processes, whether in the physical environment of the classroom whether in the digital environment, synchronous or asynchronous, that complements or replaces it. This technological evolution, very accelerated, in the last three decades, with the appearance and development

of the internet and the portability and immediate access of databases, has registered a vortex over the past three years with the advances achieved by the internet of things and the intriguing stupefaction of artificial intelligence.

The text and its architextualities in the mother tongue, material bases on which western classical teaching and learning were based, after the end of the scientific dominance of Latin, have been strongly touched by a discursivity and texture that the looms of the industrial revolution of the XVIII century began to prepare, to give English not the status of language of science but of its globalization vehicle. We will therefore have to rethink the theory of the text and its poietics, deepen the analysis of discourse and the technique of its textualization, to better prepare ourselves to live with and take advantage of synthesizers and textual aggregators, nowadays exponentiated by the converters of the Artificial Intelligence, generators of the so-called “digital humans”.

“Athena” will certainly enhance the search for a new grammar of scientific communication that, without compromising the rigor of the method, will successfully challenge the emergence of new textualities on which the teaching-learning binomial will be updated.

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