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Teaching in times of a pandemic: adaptations to a great challenge

**Maria Helena Simões Villas
Bôas*** 

Dear readers,

Since I received the invitation to be the scientific editor of the journal Health Surveillance under Debate: Society, Science & Technology - *Visa em Debate*, I have focused a lot of attention on strengthening the journal as a potential vehicle for disseminating knowledge in Health Surveillance. The areas of research and technological development have progressed intrinsically, but others, such as education and professional training in Health Surveillance, need a lot of promotion and projects that make this training possible.

In the pandemic, education in general was harmed at different levels of training, from basic to university education, and this scenario brought to light the great social inequality that exists in the country¹. The traditionally established relationship between teachers and students was abruptly discontinued due to social distancing measures in an attempt to contain COVID-19. The solutions for this distance turned to the modalities of remote teaching, which demanded adaptation of teachers, students, and parents. None of those involved fully mastered the digital technology necessary for the transmission of curricular content. There were two years of educational instability that will still be felt for many years to come².

At first, this problem had a direct impact on professional and academic training in Health Surveillance, but some alternatives were soon implemented and there was a rapid adaptation of those involved in general. It is interesting to mention that, due to the use of digital technologies, students from different parts of the country were able to carry out their training even at a distance.

As I am a professor in the postgraduate program in Health Surveillance at the National Institute for Quality Control in Health at the Oswaldo Cruz Foundation, I promptly joined remote activities with the objective of not harming the training of students in the program. Classes, seminars, and defenses have since been remote, but are currently in transition due to the guidelines of the Oswaldo Cruz Foundation.

We have learned a lot!!! But I am sure of one thing: how much the contact between students and teachers was lacking. I believe that successful experiences should be incorporated into our practice but associated with the “new” face-to-face teaching³.

When we observe the scientific production in education of *Visa em Debate*, we find several authors who are concerned with disseminating successful experiences related to the theme, presenting from observational studies of situational context to the educational practice implemented in some institutions.

On-site activities are gradually returning, however, for our professionals in the Health Surveillance area distributed throughout Brazil and eager for knowledge, the training initiatives that were carried out remotely should continue, as they represent a huge gain due to the breadth and capillarization of knowledge.

Visa em Debate magazine will always be with open arms to receive new contributions on such an important topic.

This issue of the journal includes the publication of 11 articles, a review, an experience report and 4 letters.

Good reading!

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Conflict of Interests

The authors inform that there is no potential conflict of interest with peers and institutions, politicians, or financial in this study.



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