EDITORIAL

Student's research

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An academic education is not just a higher vocational learning and training, it prepares for developing and using intellectual capacities to the maximum. That implicates the tickling of curiosity and exploration of the world of science. It implicates the development of the art of continuous questioning, a healthy suspicion and sound and critical reasoning and interpreting.

The setting at universities and related academic institutions therefore needs to tailor to these characteristics and teachers need to comprehend the art of guiding students during their residence at a university into the vast and exciting field of science and research, teaching the approaches and methodologies, writing project proposals and doing research. A step by step development in learning the art will stimulate the academic scientific appetite and create a promising hunger for more. In the development of the art of science and research, observation, serendipity, associative and innovative thinking, creativity using all senses are essential. Wishful thinking and predictive assumptions may mislead and create intellectual arrogance and false feelings of satisfaction. The simple questions *'how do I know that what I see, hear, smell is what I think I see, hear or smell?'*, *'what evidence do I have?*' and *'are my observations reproduce-able and duplicable?'* need to be asked and answered as a continuum. Science, like education is a journey not so much a destination as there is always room for improvement and further exploration. In science there are many fields, numerous approaches and an almost inexhaustible room for variations. Doubt and an open and critical mind play an important role in defining the genuineness of outcomes, whether intermediate or as an endpoint of a specific research project.

Academic education implicitly should prepare for the documentation of research, the writing up of an idea, of the approach (project description), the methodologies, the observations during the research and the discussion against the hypothesis and assumptions, leading to the drawing of conclusions and the description of the next steps. This art of documentation needs also a peer opinion, as science is not a matter of absolutism but of consensus on observations, opinions and interpretations. Much is usually in the details providing the starting point for proper comparison of published work. Meta-analysis provides a tool for such comparison and often leads to revisions and repetitions of research done and published in search of the ultimate truth. Diamonds, when polished do have numerous facets, none alike and so is science and research. When Hippocrates taught his students to *first do no harm*, he wanted them to be critical in their approach of patients, the setting of a diagnosis and the design of an evidence-based and well monitored and evaluated therapeutic intervention. Even then in those early days, documentation was paramount as was sharing and discussing the cases and the medical handling to be able to learn and develop.

This online open access journal will provide an opportunity for students in the medical and health sciences to offer the results of research work done, whatever simple or complicated, and have it exposed to the international peer group. It will create a broad forum for exchange and critical discussion, contributing to a more intense scientific awareness of future generations and contributing ultimately to a wide spread evidence-based medical practice irrespective of the discipline. The initiative will contribute to the development and implementation on a global level of a number of the 1948 UN Universal Human Rights, in particular the right of health and access to proper – evidence-based – care for all citizens on the Globe.

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