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Abstract:

Background:

Team-based learning (TBL) in medical and dental education has been introduced over the past few years as it promotes active learning, critical thinking, and teamwork. TBL is a learner-centered instructional strategy that allows one instructor to facilitate a large class.

Aims & Objectives:

The objective of the study was to examine how clinical reasoning questions in Esthetic Dentistry would enhance dental students' competency for critical reasoning and solving problems by implementing Team-Based Learning (TBL) methodology.

Materials and Methods:

A total of 97 third-year dental students who registered for Esthetic Dentistry course in a dental school in the Republic of Korea in 2018 were assigned to 16 teams consisting of five to six students each. A four-phase TBL setting (pre-study, readiness assurance test, appeal/feedback, and summative test) was designed to examine how question types such as clinical reasoning and factual knowledge would enhance the performance of both academically high and low achieving students. A 2X3 repeated measures ANOVA was calculated to examine the effects of each question type on individual and team performance.

Results:

Overall, TBL proved to be an effective method for small group learning in Esthetic Dentistry. Team performance in the TBL was consistently better than individual performance. Majority of the students have actively engaged in TBL sessions and demonstrating critical thinking skills as well as knowledge acquisition. In particular, clinical reasoning questions may provide the most benefits to academically low-achieving students as well as high-achieving students in a four-phase TBL setting.

Conclusions:

TBL facilitated a deeper understanding of Esthetic Dentistry through contributing to developing critical thinking and cooperative learning in

Theme: Teaching Methods

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Dentistry student as teacher assistant for dentistry terminology credit

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Abstract:

Background:

All the students should be familiar with dentistry terminology. It can be a challenge for non native students specially at the entrance to schools of dentistry. On the other hand, teacher assistance in dental education is less common. We try to make learning easier for junior students with help of senior students who speak English fluently.

Aims & Objectives:

Evaluate using senior students as teacher assistant and facilitator in order to make learning as an easy task for junior students and entertain them in class as an active participant.

Materials and Methods:

We planned some minilectures, video clips and theater about dentistry disciplines and our senior students presented them. After each presentation in each part we had some discussions in small groups and at the end we had a quiz for student evaluation. we performed some meetings for senior students to make the similar and suitable for education methods.

Results:

All the student evaluate their class more useful and happy. the liked this method and ask for the same class in other issues

Conclusions:

Transforming old methods to modern ones makes students as active learner and the are so enthusiastic for team works in educations