Innovation in Didactic Teaching for Predoctoral Dental Education

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Innovation in didactic teaching for pre-doctoral dental education

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Objectives for this innovation

- To improve the educational delivery method for clinical subjects
- To increase students engagement, minimize distraction in a large classroom
- To improve active learning beyond the didactic classroom setting.
Overview of this course focus

1. Bridges basic sciences to clinical sciences
2. Discusses all organ systems, population based diseases, emergencies and its impact on oral health care provision
3. Very clinical oriented

Basic science + Clinical science → Patient care and patient safety
SOD – ORSG Med complex course
Traditional format didactic course format

Lectures → TEST 1 → Lectures → TEST 2 → Lectures → • Test 3 • Final

FINAL GRADE
A [90 and above]
B 80-89
C 70-79 and F 70 and below
Traditional Didactic classroom
SOD – ORSG Med complex course
Resources and tools applied

Resources:
Educational technology support from VCU School of Medicine
I Teach in Medical Education [Lunch and learn and Peer support/ IPE]

Tools:
Blackboard
Camtasia
Turning point
Changes...

Section I - Organ system

- Topic 1
- Topic 2
- Topic 3
- Topic 4
- Topic 5
- Topic 6
- Topic 7

Examination 1
35%

Section II - Population based

- Topic 8
- Topic 9
- Topic 10
- Topic 11
- Topic 12
- Topic 13

Examination II
35%

Section III - Emergency

- Topic 14
- Topic 15

Weekly Online Quiz total 30%

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Date
Components of each topic

Typical week

**Saturday through Thursday**
- Learning objectives
- Concept lecture
- Handouts
- Required reading
- Online quiz

**Friday** - Classroom case discussion with turning point system, questions posted at about 5 minutes interval
Outcome

Traditional method – Fall 2015
• 6% were on probation until final grades

New method – Fall 2016
• No probation

Based on Chi square test [Grades A and B&C] the p value = 0.0090
Which is statistically significant
Results:

- Improvement in students’ participation and performance
- Facilitated understanding of clinical importance
- Facilitated active student participation
- Provided an easier knowledge acquisition platform

Advantage of this method:

- Less distraction by unwanted electronic/technology
- Consistent learning through the course
- Caters all types of learners
- Reproducible to other courses
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