

Are Dental Schools prepared for the “new normal”?
**Organisational and educational challenges in
integrating e- into the curriculum**

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The screenshot shows the Wiley Online Library search interface. At the top, the search bar contains the text "covid" and "e-learning" (partially visible). Below the search bar, a red oval highlights the search results summary: "3,908 results for 'covid' anywhere and 'e-learning' anywhere". Below this summary are options to "SAVE SEARCH" and "RSS". The main content area shows two tabs: "Articles & Chapters (3,908)" and "Collections (61)". On the left, there is a "Filters" sidebar with categories like "Publication Type" (Journals: 3,869, Books: 38, Reference works: 1) and "Publication Date" (Last Week: 153, Last Month: 655, Last 3 Months: 1,876, Last 6 Months: 3,510, Last Year: 3,890). At the bottom of the sidebar, there are input fields for "From: 1960" and "To: 2020" with a "Go" button. The main content area displays two search results: a "COMMENTARY" titled "Our education, our concerns: The impact on medical student education of COVID-19" by Cara Theoret and Xue Ming, and a "REVIEW ARTICLE" titled "Impact of COVID-19 on cardiac surgical training: Our experience in the United Kingdom" by Ahmed M. A. Shafi et al.

Evaluation of technology-based learning by dental students during the pandemic outbreak of coronavirus disease 2019

Firas B. Al-Taweel¹ | Ali A. Abdulkareem¹ | Sarhang S. Gul² | Muhanad L. Alshami³

majority of participants have basic (40.7%) and intermediate (47.5%) computer skills, and more than half of them lack any experience in TB learning. The overall satisfaction and positive attitude towards TB learning were less than 50%. Students at final






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COMMENTARY

WILEY

COVID-19: The immediate response of european academic dental institutions and future implications for dental education

Barry Quinn¹  | James Field²  | Ronald Gorter³ | Ilze Akota⁴ |
Maria-Cristina Manzanares⁵  | Corrado Paganelli⁶ | Julia Davies⁷ | Jonathan Dixon²  |
Gerber Gabor⁸ | Rui Amaral Mendes⁹  | Petra Hahn¹⁰ | Sibylle Vital¹¹ |
Judith O'Brien¹² | Denis Murphy¹² | Stéphanie Tubert-Jeannin¹³

RESULTS

- No clinical education
- 90% online teaching (videos, links, online meetings)
- 70% postponed clinical assessment
- 50% online exams





CONSIDERATIONS & FUTURE IMPLICATIONS

- clinical education & clinical competence assessment????
- stress & well being of students/ staff ???
- European and international **cooperation** needed
- e-learning and blended learning likely to increase
- Infrastructure of clinics
- Impact on learning of new methodology ????

DOI: 10.1111/eje.12561

COMMENTARY WILEY

The impact of COVID-19 on dental education in North America—Where do we go next?

David T. Wu¹  | Kevin Y. Wu^{2,3}  | Thomas T. Nguyen¹  | Simon D. Tran² 

RESULTS

- Impact on patient care/ education /research / financial resources
- Positive outcomes:
 - dental education community **more connected** than ever
 - increased knowledge sharing & research collaborations
 - experience in innovative educational methodologies
 - development and sharing of support resources

Strategic approach

- institutional vision & strategic goals
- supportive leadership
- identify strengths and weaknesses against the goals
- technology infrastructure
- human resources
- financial resources and constraints
- partnerships and collaborations
- evaluation and sustainability
- both top-down and bottom-up approach to implementation

Key barriers

- physical/ technological infrastructure
- funding
- staff training
- course development underpinned by sound pedagogy

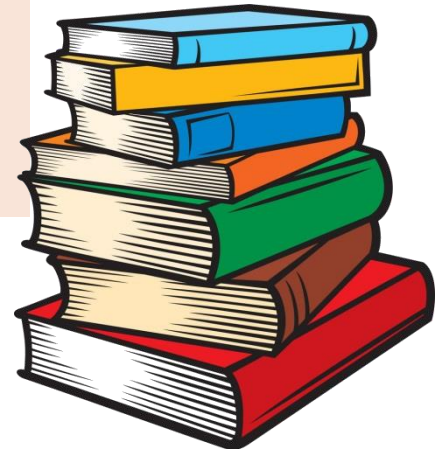
➤ **technology infrastructure**

- What kind of technological infrastructure is necessary?
- What is currently available?
- What kind of software should be developed? in-house, outsourced, purchased, open source?
- Is the technology scalable as demand increases?
- Are staff and faculty familiar with the technology and able to support online learning?
- Do they understand how students should ideally interact with it?
- Do students know how to interact with teachers and fellow students online?



➤ staff training

- professional development programmes to address technical and educational aspects of e-learning
 - redefinition of teachers' roles
 - proactive Involvement of teachers in the design and implementation phases
 - ongoing support systems
-
- appointment of a staff member as an “e-learning champion” *or*
 - engagement of an educator/ e-learning consultant to coordinate the transition process

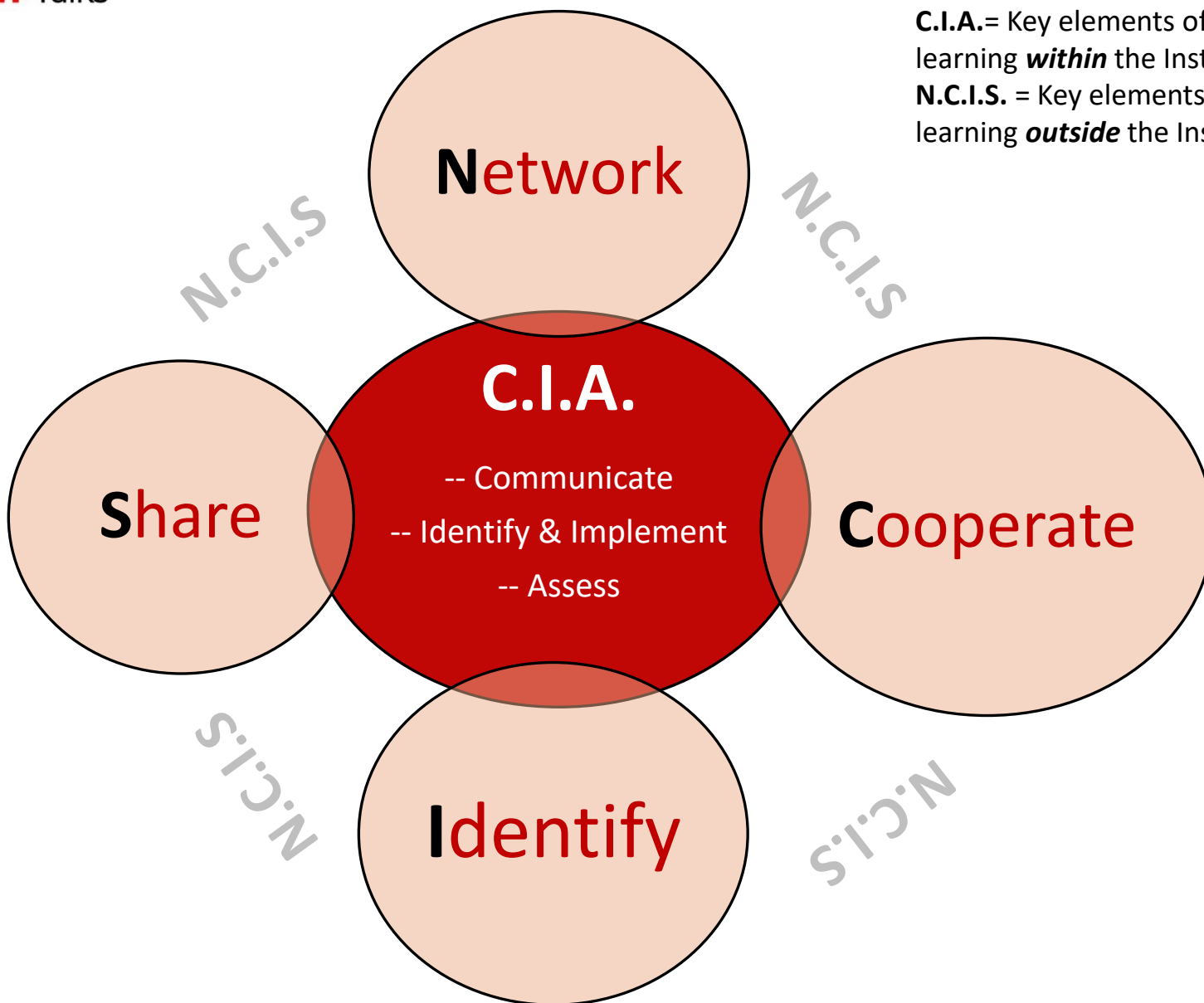


➤ **partnerships and collaborations**

- share knowledge and good practices
- share costs of hardware and software
- develop joint programmes
- co-create e-learning materials
- collaborate for research
- create management systems and applications
- Institutions collaborate with technology companies to develop widely-used courses (MOOCs, OERs)
- academics collaborate with colleagues, instructional designers, computer experts, graphic designers



C.I.A. = Key elements of e-learning *within* the Institution
N.C.I.S. = Key elements of e-learning *outside* the Institution



What is the “NEW NORMAL” ?

- Re-structure of infrastructure
- Innovative solutions
- Increased e-.....
- Development of new educational tools
- Increased collaboration
- Sharing of resources, knowledge, best practices / Open sources



Flexible education

Responsive / open / virtual / interactive / tailored