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

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

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The 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
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 ????
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
ADEETECH Talks

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

C.I.A.
--- Communicate
--- Identify & Implement
--- Assess

Network

Share

Identify

Cooperate

N.C.I.S. N.C.I.S. N.C.I.S. N.C.I.S.
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