

ADEE Strasbourg Online  
Annual Meeting 2021  
Networking for Dental Education



E-poster Abstract Booklet





**Dr Ronald Gorter**  
ADEE Editor in Chief

## Welcome to our ADEE 2021 Strasbourg Online e-poster abstract booklet

Despite the ongoing impact of COVID-19 on the delivery of oral health professionals education we were delighted to received such a large volume of interest in abstract submission. Moving online in fact enabled more people to actively participate in selected oral and e-poster presentation as it gave us options with scheduling and presentation mode.

In this booklet you will find the details of e-poster presents, their accompanying mini poster (a visual abstract) and a direct link and QR code to each individual online e-poster on the meetings Learning Tool Box Platform.

This booklet is divided in to three sections to match the presentation slots at the meeting:

### **Section One**

Covers Assessment and Curriculum related e-posters

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### **Section Two**

Covers CPD, Evaluation, Faculty Development, Inter professional Education, Student Selection and Other non categorised e-posters

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### **Section Three**

Covers Teaching Methods and Technology Enhanced Learning

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The e-poster showcase will remain open for your viewing so please do visit and engage with the authors.

This document serves as a reference to the meeting content for these submissions and abstracts.

We hope you enjoy engaging with the interactive e-poster



# Section 1

## Section One Presented 8th July 2021 at 12:00 focusing on: Assessment & Curriculum

<b>Ana Maria Cristina Tancu</b>	The Educational Impact of COVID - 19 Pandemic on Dental Students In Bucharest	Assessment	<a href="https://api.ltb.io/show/BPZAY">https://api.ltb.io/show/BPZAY</a>
<b>Andreea Didilescu</b>	Romanian paediatric dentistry residents self-perceived training needs towards treating patients with special oral care needs	Assessment	<a href="https://api.ltb.io/show/BUZLJ">https://api.ltb.io/show/BUZLJ</a>
<b>Bana Abdulmoshen</b>	Optimising Dental Students' Use of Feedback: Validation of a Theoretical Model	Assessment	<a href="https://api.ltb.io/show/BAZYY">https://api.ltb.io/show/BAZYY</a>
<b>Charlotte Emanuel</b>	Can Undergraduate Dental Students Estimate the Difficulty of Tooth Extractions from Pre-operative Radiographs?	Assessment	<a href="https://api.ltb.io/show/ABADS">https://api.ltb.io/show/ABADS</a>
<b>Laura Gartshore</b>	Online un-proctored clinical examinations: the perceptions and performance of final year dental students	Assessment	<a href="https://api.ltb.io/show/BIZVU">https://api.ltb.io/show/BIZVU</a>
<b>M Sanchez Molins</b>	Online Assessment: Our experience in the subject: Clinical Orthodontics	Assessment	<a href="https://api.ltb.io/show/ABADI">https://api.ltb.io/show/ABADI</a>
<b>Maria Arregu Gambus</b>	On-site vs. online education.	Assessment	<a href="https://api.ltb.io/show/BQZKO">https://api.ltb.io/show/BQZKO</a>
<b>Olivia Barratt</b>	A review of the undergraduate crown course assessment	Assessment	<a href="https://api.ltb.io/show/ABACP">https://api.ltb.io/show/ABACP</a>
<b>Philipp Kanzow</b>	Use of multiple-select multiple-choice items in a dental undergraduate curriculum	Assessment	<a href="https://api.ltb.io/show/ABAGV">https://api.ltb.io/show/ABAGV</a>
<b>Renata Chalas</b>	Polish Dental Students? Health lifestyle, Perceived Stress & Perceptions about Remote Dental Training during the COVID-19 period	Assessment	<a href="https://api.ltb.io/show/BKZMF">https://api.ltb.io/show/BKZMF</a>
<b>Regis Iozzino</b>	Assessing decision-making in education of restorative and prosthetic dentistry: a pilot study	Assessment	<a href="https://api.ltb.io/show/BEZCA">https://api.ltb.io/show/BEZCA</a>
<b>Vehie Nadim</b>	How is professionalism assessed in Dental Schools?	Assessment	<a href="https://api.ltb.io/show/BQZYK">https://api.ltb.io/show/BQZYK</a>
<b>Dalia Meisha</b>	Self-reported confidence of senior dental students in clinical procedures and its association with academic performance	Assessment	<a href="https://api.ltb.io/show/ABCQO">https://api.ltb.io/show/ABCQO</a>
<b>Alexander Mitronin</b>	Integrating telemedicine in undergraduate medical student curriculum	Curriculum	<a href="https://api.ltb.io/show/BLZZB">https://api.ltb.io/show/BLZZB</a>
<b>Arina Vinereanu</b>	Oral Special Care Academic Resources (OSCAR) Project: web-based open access post-graduate training for pediatric dentists	Curriculum	<a href="https://api.ltb.io/show/BTZMK">https://api.ltb.io/show/BTZMK</a>
<b>Dorottya Cserzo</b>	What does preparedness for practice mean for dental professionals, at the point of graduation?	Curriculum	<a href="https://api.ltb.io/show/BMZGI">https://api.ltb.io/show/BMZGI</a>
<b>Georgina Prosser</b>	Potential education and workforce strategies to meet the oral challenges of an increasing older population: a qualitative study.	Curriculum	<a href="https://api.ltb.io/show/BRZIH">https://api.ltb.io/show/BRZIH</a>
<b>Helen Mather</b>	Curriculum mapping as a tool to identify changes in regulator learning outcomes for undergraduate dental programmes in the UK	Curriculum	<a href="https://api.ltb.io/show/BNZDM">https://api.ltb.io/show/BNZDM</a>
<b>Jorge Tricio</b>	Contrasting student and staff perceptions of preclinical-to-clinical transition at a Chilean dental school	Curriculum	<a href="https://api.ltb.io/show/BQZBQ">https://api.ltb.io/show/BQZBQ</a>
<b>Niecoo Tajmehr</b>	A Systematic Review of Leadership Training for Dental Students	Curriculum	<a href="https://api.ltb.io/show/ABACF">https://api.ltb.io/show/ABACF</a>
<b>Siobhan Lucey</b>	The Impact of a Blended Learning Environment on Student Confidence in Provision of Oral Healthcare for Young Children	Curriculum	<a href="https://api.ltb.io/show/BKZHU">https://api.ltb.io/show/BKZHU</a>
<b>Waraf Al-gaseen</b>	Exploring Dental Graduates Transition to Practice Experiences and the Changes in Their Engagement with Evidence-Based Practice	Curriculum	<a href="https://api.ltb.io/show/ABAQH">https://api.ltb.io/show/ABAQH</a>

# The Educational Impact of COVID - 19 Pandemic on Dental Students In Bucharest



ADEE 2021 Online meeting (May to August 2021)

*Tancu A.M.C., Didiliescu A. C., Imre M., Ilinca R. and Iosif L.*

*"Carol Davila" University of Medicine and Pharmacy in Bucharest*

The aim of our study was to investigate the educational impact of the COVID - 19 pandemic on dental students in Bucharest, aspect that can lead us and other dental schools to an improvement of the educational system, on long and short term, especially in the hybrid teaching systems( face- to - face and online).



**Assessment**

**covid19-pandemic**

**dental-students**

**educational-impact**

## THE EDUCATIONAL IMPACT OF COVID - 19 PANDEMIC ON DENTAL STUDENTS IN BUCHAREST

The results of our study, regarding acquiring of academic information through the online teaching system, are similar to other ones, and show difficulties for the students. Unsurprisingly, the gain of practical skills seemed to cause the greatest concern among our students, especially for the ones in the last years.

# Romanian paediatric dentistry residents self-perceived training needs towards treating patients with special oral care needs



ADEE 2021 Online meeting (May to August 2021)

*Andreea Didilescu*

This project aimed to assess Romanian Paediatric Dentistry residents' perception and attitudes regarding their training in managing special oral care needs patients.



## Assessment

### Key message

Paediatric dentistry residents in Romania feel the need for more practical, structured and easily accessible information on providing oral care to people with special oral care needs.

# Optimising Dental Students' Use of Feedback: Validation of a Theoretical Model

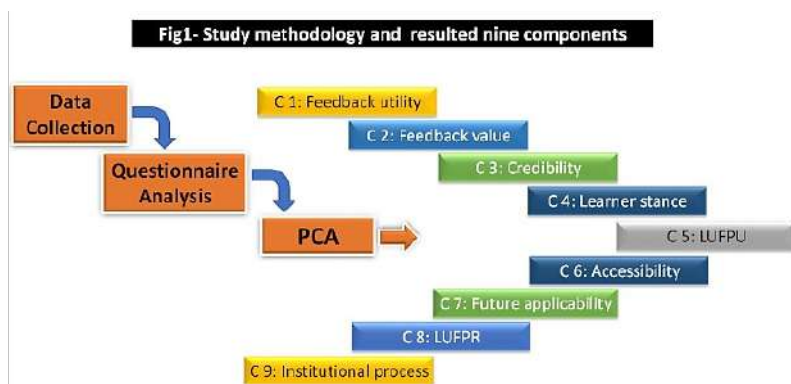


ADEE 2021 Online meeting (May to August 2021)

Aziza Sallam<sup>1</sup>, Bana Abdulmohsen<sup>1</sup>, Robert McAndrew<sup>2</sup>, Janice Ellis<sup>1</sup>

(1) School of Dental Sciences, Newcastle University, UK. (2) School of Dentistry, Cardiff University, UK.

This study aims to validate the model (developed by Freeman et al.(2020) against a larger student's population by undertaking the principal component analysis (PCA) on the questionnaire data. Nine components were extracted from PCA (Fig1). Some groups of demographic characteristics are different in their outlook of the obtained components.



**Assessment**

**feedback**

**model-validation**

## Summary

The previously proposed model appears to be valid for large UK dental student groups. Understanding how the students' demographic characteristics interact differently with these nine components helps optimising this model and ultimately benefits other cohorts of students and institutions.

# Can Undergraduate Dental Students Estimate the Difficulty of Tooth Extractions from Pre-operative Radiographs?



ADEE 2021 Online meeting (May to August 2021)

*CHARLOTTE EMANUEL*

*Cardiff University*

The ability for dental students to interpret radiographs and determine the difficulty of an extraction and identify their capability to perform an extraction is key to future patient safe treatment and reduced secondary care referrals.



## Assessment

Dental students have difficulty in the interpretation of radiographs and likely treatment outcomes

The ability for dental students to interpret radiographs and determine the difficulty of an extraction and identify their capability to perform an extraction is key to future patient safe treatment and reduced secondary care referrals.



# Online un-proctored clinical examinations: perceptions & performance of students



ADEE 2021 Online meeting (May to August 2021)

*Laura Gartshore, Joanne Bowles, Girvan Burnside, Mark Jellicoe, Luke Dawson, Vince Bissell*  
*School of Dentistry, University of Liverpool*

Covid-19 forced dental schools globally to consider online alternatives for assessment. Open book 'take home' assessments reflect real-world practice where use of external resources is encouraged, however, efficient practice requires a solid base of content knowledge. This evaluation compared student perceptions of OBEs with examination performance



**Assessment**

**covid-19**

**evaluation**

**open-book-assessment**

**take-home-examinations**

## Summary

Covid-19 forced dental schools globally to consider online alternatives for assessment. Open book 'take home' assessments reflect real-world practice where use of external resources is encouraged, however, efficient practice requires a solid base of content knowledge. This evaluation compared student perceptions of OBEs with examination performance

# ONLINE ASSESSMENT: OUR EXPERIENCE IN THE SUBJECT “CLINICAL ORTHODONTICS”



ADEE 2021 Online meeting (May to August 2021)

*MERITXELL SANCHEZ MOLINS*

Exam-proctoring is a very effective method to detect possible cheating in an online exam. However, the student must allow the university to store his data while he is taking the exam, which has proven to be a contentious issue. If electronic proctoring is not possible, teachers will have to look for another way of assessment.



## Assessment

### Take home message

The good results and the student’s acceptance of this new assessment method during the exceptional period of the pandemic will require further analysis and confirmation.

# On-site vs. online education.



ADEE 2021 Online meeting (May to August 2021)

*María Arregui*

The current health situation is leading to a reformulation of teaching, so its necessary to assess whether changes introduced are not harmful to the learning process.



## Assessment

### Take home message

The type of education (on-site vs. online) is not necessarily a determining factor in students' assimilation of the theoretical content. Their results differ more according to the type of exam they take.

# A review of the undergraduate crown course assessment



ADEE 2021 Online meeting (May to August 2021)

*Olivia Barratt*

*Cardiff University Dental School*

As part of the Year 3 BDS course, students take part in a practical skills course which culminates in an unseen clinical competency test. Passing the assessment means the student can progress to the next stage of the course. This review analyses the outcomes of the assessment across two years, highlighting trends in assessment outcomes.



## Assessment

### Take home message

Students are most likely to fail this high stakes assessment due to damaging an adjacent tooth. Underpreparation of the tooth is also a common reason for failure of assessment. Interestingly, overpreparation of the tooth is less common.

# Use of multiple-select multiple-choice items in a dental undergraduate curriculum



ADEE 2021 Online meeting (May to August 2021)

*Philipp Kanzow*

The study aimed to apply 41 different scoring methods for both item types ((Pick-N and Multiple-True-False) to existing exam data and to analyze obtained results (i.e. scores). Furthermore, the effect of item characteristics (i.e. presence of cues and selection of appropriate item type) on scoring results was compared.



**Assessment**

examination

kprim

multiple-choice

multiple-select-multiple-choice

pick-n

## Take home message

Educators should pay attention when using multiple-select items and select the most appropriate item type. Different item types might require different scoring approaches, leading to differences in credit assignment and susceptibility to cues.

# Polish Dental Students' Perceptions about Remote Dental Training during the COVID-19 period



ADEE 2021 Online meeting (May to August 2021)

*Renata Chalas*

*Medical University of Lublin, Faculty of Medical Dentistry, Department of Oral Medicine, Lublin, Poland*

Examination of Polish dental students' health-related lifestyle, perceived stress, coping, social support and perceptions about remote dental training during the COVID-19 period showed a substantial variation in all health-related domains; as compared to males, females were more engaged in health lifestyle and had more of social support.



**Assessment**

**dental-students**

## Summary

There was a substantial variation in all health-related domains; as compared to males, females were significantly more engaged in health lifestyle and had more of social support.

# Assessing decision-making in education of restorative and prosthetic dentistry: a pilot study



ADEE 2021 Online meeting (May to August 2021)

*regis*

The aim of this work was to evaluate if a CA software application is able to assess decision-making in restorative and prosthetic dentistry.



## Assessment

### Take home message

The present software application was able to reproduce and assess decision-making in dentistry with satisfying internal consistency of educators.

# How is professionalism assessed in Dental Schools?



ADEE 2021 Online meeting (May to August 2021)

*Jitesh Jassal and Vehie Nadim , Supervisors: Dr Quinn and Dr Nasseripour  
Faculty of Dentistry ,Oral & Craniofacial Sciences, King's College London*

A rapid review of how professionalism is assessed in European Dental Schools.



**Assessment**

**education**

**european-education**

**professionalism**

**professionalism-assessment**

Take home message:

Further research on a wider scale and for a longer duration is required to establish the best way to assess professionalism in Dental Schools.



# Self-reported confidence of senior dental students in clinical procedures and its association with a



ADEE 2021 Online meeting (May to August 2021)

*Dalia E. Meisha, Raghad A. Al-dabbagh*  
*King Abdulaziz University Faculty of Dentistry*

The objectives of this study were to assess predoctoral senior dental students' self-reported confidence before and after a comprehensive clinical care course and to evaluate the relationship between their self-reported confidence and grades attained in different clinical assessments.



**Assessment**

**academic-performance**

**clinical-skills-teaching**

**dental-students**

**self-assessment**

**self-efficacy**

## Conclusions

GPA and self-reported student confidence in clinical procedures predict future clinical performance. Therefore, self-reported confidence is an important parameter to help dental students and their tutors gauge their performance, progress, and plan their career.

# Integrating telemedicine in undergraduate medical student curriculum



ADEE 2021 Online meeting (May to August 2021)

*Yanushevich Oleg, Mitronin Alexander, Kuzmina Edit, Ostanina Diana  
Yevdokimov Moscow State University of Medicine and Dentistry*

Under the circumstances of the coronavirus (COVID-19) pandemic, video-capable telemedicine systems have become indispensable for consultation and remote patient care. It was tried to perform a pilot incorporation of telemedicine diagnostics course and practical telemedicine training into the undergraduate senior student curricula.



**Curriculum**

**covid-19**

**tele-mentoring**

## Take home message

Distance education for students and remote management of patients significantly reduces the burden on the medical system and enhances the quality of medical care. It seems to be relevant to introduce telemedicine into the professional standards and student curricula.

# Oral Special Care Academic Resources (OSCAR) Project: web-based open access post-graduate training for pediatric dentists



ADEE 2021 Online meeting (May to August 2021)

VINEREANU A1, MANIERE MC2, GARRET- BERNARDIN AM3, KARGUL B4, DIDILESCU AC5 , CLAUSS F2, LUCA R5  
1 ANSPR, SOR, RO; 2 CRMR O-Rares, HUS, FR; 3 OPBG, Rome; 4 MU Istanbul, TR; 5 UMF Carol Davila Bucharest, RO

OSCAR is an international educational project. It's open access digital platform <http://oscarpd.eu/> contains practical information on a wide range of general conditions with impact on oral health, clinical cases and video tutorials for dental professionals.



Curriculum

children-with-general-pathologies

postgraduate-dental-education

special-oral-care

open-access

parents-caregivers

web-based-educational-project

## Summary

The parents' section provides advice and tutorials on adapted home oral care and teledentistry.

# What does preparedness for practice mean for dental professionals, at the point of graduation?



ADEE 2021 Online meeting (May to August 2021)

*Cserzo, Cowpe, Gilmour, Bullock, Bartlett, Jones, Barnes, Johnson, Karvadella, Murphy  
CUREMeDE & Dental School, Cardiff Uni, Wales UK; Dental School, Athens Uni, Greece; ADEE*

A wide-ranging report of 'Preparedness for Practice' of dental professionals, published in Sept 2020, commissioned by the General Dental Council (GDC) - the UK's regulatory body for all dental team members. We report evidence collated on the perceptions of 'Preparedness for Practice' at the point of Graduation and Registration with the GDC.



Curriculum

dental-professionals

dentist

graduation

preparedness

We provide an overview of the wide-ranging review of 'Preparedness for Practice' of dental professionals at the point of graduation.

Need to define, in more detail, what is meant by a 'safe beginner'. New graduates should understand their level of expertise, their strengths & their continuing educational, technical & professional needs. Support for new graduates entering the 'transition phase' into workforce employment could be enhanced through greater stakeholder interaction.

# Potential education and workforce strategies to meet the oral challenges of an increasing older population: a qualitative study.



ADEE 2021 Online meeting (May to August 2021)

*Georgina Prosser*

*University of Portsmouth*

This research provided an opportunity for discussion with influential & recognised experts in Gerodontology, Dental Education and Dental Public Health in the UK on three main topics: the dental challenges associated with the ageing population, the role of dental care professionals (DCPs) and the current training of undergraduate dental professional

**Five main themes** were identified with **18 subthemes**:

Theme one: What the participants disagreed and agreed on

Theme two: The challenge of providing dental care to the older adult population

Theme three: The delivery of dental care by the dental team

Theme four: Who to provide the dental care to older patients

Theme five: Education



**Curriculum**

**dental-education**

**gerodontology**

## Take home message

Better utilisation of all members of the dental workforce was reported to be an essential approach. The lack of incentive, the NHS contract and inadequate team-working were reported as the barriers.

# Curriculum mapping as a tool to identify changes in regulator learning outcomes for undergraduate dental programmes in the UK



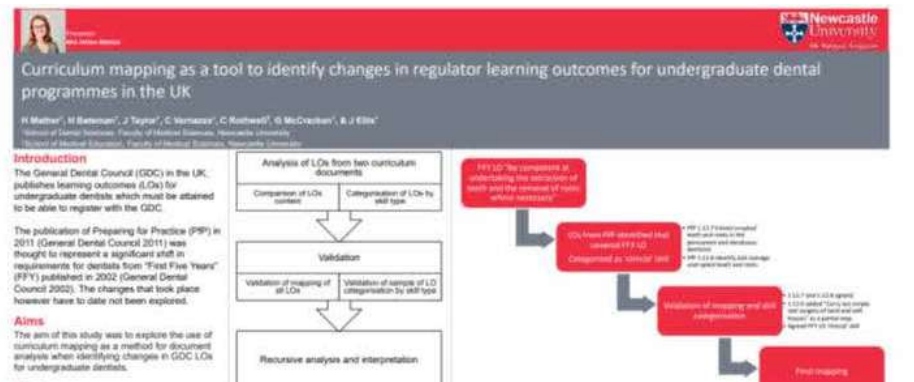
ADEE 2021 Online meeting (May to August 2021)

H Mather, H Bateman, J Taylor, C Vernazza, C Rothwell, G McCracken, J Ellis

School of Dental Sciences, Faculty of Medical Sciences, Newcastle University ; School of Medical Education, Faculty of

This poster describes the application of curriculum mapping as a document analysis method. The aim was to explore the use of curriculum mapping to identify changes in General Dental Council learning outcomes for undergraduate dentists in the UK.

Curriculum mapping has been shown to be effective in identifying changes in education documents.



Curriculum

curriculum

## Effectiveness of curriculum mapping

Curriculum mapping has been shown to be an effective method for identifying changes in education documents. This method could be applied to other education documents.

# Contrasting student and staff perceptions of preclinical-to-clinical transition at a Chilean dental school



ADEE 2021 Online meeting (May to August 2021)

*Jorge Tricio, Gonzalo Garcés, Cesar Orsini*  
*Universidad de los Andes, Santiago, Chile*

## Conclusions: **We need to:**

- Help to **integrate** students' knowledge to their clinical practice.
- Improve students' **self-confidence** when working with patients.
- Control the **amount** of **clinical work** to fulfil clinical requirements.
- Improve **inconsistent feedback** on students' work among different tutors.
  - **Bridge the gap** between simulation and clinical practice.

**Curriculum**



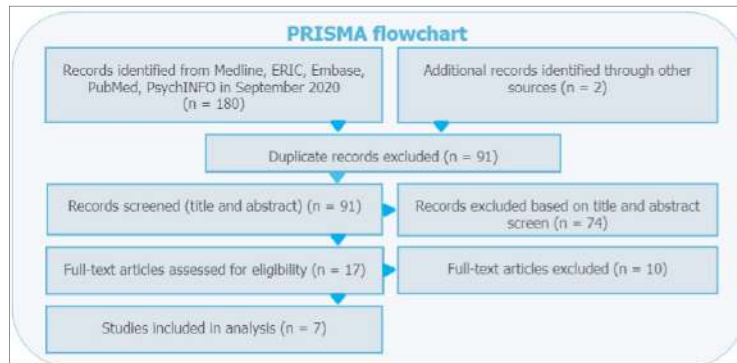
# A Systematic Review of Leadership Training for Dental Students



ADEE 2021 Online meeting (May to August 2021)

*Niecoo Tajmehr*

This review aims to identify and assess studies that provide objective evaluation of undergraduate dental leadership training programmes



## Curriculum

### Take home message

There is some evidence of effective learning of leadership by undergraduate dental students by means of leadership programmes, within both optional and compulsory curricula, yet the strength of findings was generally low, with some studies assessing learners reaction to the programme, rather than meaningful learning.



# The Impact of a Blended Learning Environment on Student Confidence in Provision of Oral Healthcare for Young Children



ADEE 2021 Online meeting (May to August 2021)

*Lucey SM, Cronin M, Supple B, Foley J\*, Burke FM.*

*University College Cork and \*Edinburgh Dental Institute*

A pre-post study with final year dental students in the Cork University Dental School and Hospital conducted in September and October 2020.



# UCC

Coláiste na hOllscoile Corcaigh, Éire  
University College Cork, Ireland



**Curriculum**

**blended-learning-environment**

**impact**

**student-confidence**

## Take home message

For the participants in this study, teaching within a BLE appears to have contributed to an increase in self-assessed confidence to provide some aspects of oral healthcare for young children. Further research is required.

# Exploring Dental Graduates Transition to Practice Experiences and the Changes in Their Engagement with Evidence-Based Practice



ADEE 2021 Online meeting (May to August 2021)

*Waraf Al-yaseen*

*University of Cardiff*

Although broadly explored for other medical disciplines, little is known about New Dental Graduates transition to professional practice. This study explored different aspects of NDGs' experiences of their transition into Vocational Dental Practice through exploring general changes experienced and particularly through now about this period.



## Curriculum

### Take home message

Transition can be stressful. Yet also "excitement" was felt. The UK VDT scheme/Trainer seem to have a positive impact on NDGs experience. NDGs were not enthusiastic about EBP; evident from their choice of treatment when started professional practice, mainly due to attitudinal issues towards EBP that develop during dental school and emphasised



# Section 2

## Section Two Presented 8th July 2021 at 14:00 focusing on: CPD, Evaluation, Faculty Development, Inter professional Education, Student Selection and Other

<b>Alison Bullock</b>	Experiences and Motivations for Additional Dental Postgraduate Training in UK Hospitals	CPD	<a href="https://api.ltb.io/show/BXZRI">https://api.ltb.io/show/BXZRI</a>
<b>Emma Barnes</b>	Dental team members knowledge and confidence in providing oral health education	CPD	<a href="https://api.ltb.io/show/BQZAI">https://api.ltb.io/show/BQZAI</a>
<b>Jonathan Cowpe</b>	Continuing Professional Development (CPD) is moving to an outcome-based model	CPD	<a href="https://api.ltb.io/show/BKZDR">https://api.ltb.io/show/BKZDR</a>
<b>Amr Elraggal</b>	Students' perceptions about the use of social media in dental education	Evaluation	<a href="https://api.ltb.io/show/ABACW">https://api.ltb.io/show/ABACW</a>
<b>Christa Serban</b>	Development of Polling Questions to Engage Dentistry Students in Remote Learning	Evaluation	<a href="https://api.ltb.io/show/BJZMJ">https://api.ltb.io/show/BJZMJ</a>
<b>Ashleigh Stamp</b>	Consultations with patients who have limited English proficiency: Perspectives of trainee dental professionals and interpreters	Faculty Development	<a href="https://api.ltb.io/show/BDZNV">https://api.ltb.io/show/BDZNV</a>
<b>Hannah Barrow</b>	What professionalism means to dental professionals, patients, and others	Faculty Development	<a href="https://api.ltb.io/show/BFZGG">https://api.ltb.io/show/BFZGG</a>
<b>Maria-Cristina Manzanares</b>	Gender Awareness in Health Sciences Students: Methodological Approach and Preliminary Findings	Faculty Development	<a href="https://api.ltb.io/show/ABAPV">https://api.ltb.io/show/ABAPV</a>
<b>Jun Tsuruta</b>	New approach for IPE for dental and medical clinical students with restriction of educational setting under COVID-19 pandemic	Inter Professional Education	<a href="https://api.ltb.io/show/BDZJO">https://api.ltb.io/show/BDZJO</a>
<b>Maria-Cristina Manzanares</b>	Concept Classification Diagram for the analysis of Oral Health Declarative Knowledge	Inter Professional Education	<a href="https://api.ltb.io/show/BAZWY">https://api.ltb.io/show/BAZWY</a>
<b>Olivia Barratt</b>	The impact of the pandemic on postgraduate dental trainees in Wales	Inter Professional Education	<a href="https://api.ltb.io/show/ABACV">https://api.ltb.io/show/ABACV</a>
<b>Olivia Barratt</b>	An investigation into the career aspirations of dental core trainees in Wales and motivations when choosing their core training	Inter Professional Education	<a href="https://api.ltb.io/show/ABACM">https://api.ltb.io/show/ABACM</a>
<b>Zoe Freeman</b>	Social responsibility of UK dental students, teaching staff, and newly qualified dentists: A national online survey	Inter Professional Education	<a href="https://api.ltb.io/show/BEZDG">https://api.ltb.io/show/BEZDG</a>
<b>Alva Lawler</b>	Evaluating the effectiveness of a workshop to improve the confidence of dental students when managing dentally anxious patients.	Other	<a href="https://api.ltb.io/show/BOZBE">https://api.ltb.io/show/BOZBE</a>
<b>Andresa Costa Pereira</b>	Dentistry in Brazilian Sign Language (LIBRAS)	Other	<a href="https://api.ltb.io/show/BJZYA">https://api.ltb.io/show/BJZYA</a>
<b>Anusha Chopra</b>	Impact of Educational Changes on Caries Risk Assessment and Person Centred Care at a UK Dental School	Other	<a href="https://api.ltb.io/show/BYZXM">https://api.ltb.io/show/BYZXM</a>
<b>Ben Walker</b>	A New Normal - Exploring the anxiety levels and perspectives of undergraduate dental students throughout their return to clini	Other	<a href="https://api.ltb.io/show/BIZXW">https://api.ltb.io/show/BIZXW</a>
<b>Hannah Simpson</b>	Evaluation of the Knowledge and Attitudes of Dublin Dental University Hospital Students Towards COVID-19	Other	<a href="https://api.ltb.io/show/ABADJ">https://api.ltb.io/show/ABADJ</a>
<b>Humza Alam</b>	Impact of different colours in a healthcare and university environment on the mental health of patients, students and staff.	Other	<a href="https://api.ltb.io/show/BXZUF">https://api.ltb.io/show/BXZUF</a>
<b>Ingrid Rozylo-Kalinowska</b>	Knowledge and attitudes of Jordanian and Polish dental interns toward Cone beam CT	Other	<a href="https://api.ltb.io/show/BAZLR">https://api.ltb.io/show/BAZLR</a>
<b>Joshua Hudson</b>	Career Choices: Key Questions Raised by Newly Qualified Dentists	Other	<a href="https://api.ltb.io/show/BIZTY">https://api.ltb.io/show/BIZTY</a>
<b>Julia Davies</b>	ARTICULATE - developing a European glossary of terms for use in Oral Health Professionals Education	Other	<a href="https://api.ltb.io/show/ABAQD">https://api.ltb.io/show/ABAQD</a>
<b>Kiran Bhogal</b>	Patients Perceptions of Analogue Versus Digital Smile Design Techniques	Other	<a href="https://api.ltb.io/show/ABACR">https://api.ltb.io/show/ABACR</a>
<b>Lucy Cracknell</b>	Caries Risk Assessment in an Educational Environment: A Literature Review	Other	<a href="https://api.ltb.io/show/BTZVN">https://api.ltb.io/show/BTZVN</a>
<b>Thais Pereira</b>	A ventilation device applicable to personal protective equipments against COVID-19 in the dental school.	Other	<a href="https://api.ltb.io/show/BFZJZ">https://api.ltb.io/show/BFZJZ</a>
<b>Kate Tuffy</b>	Nurses and the infant OH visit	Other	<a href="https://api.ltb.io/show/ABCXO">https://api.ltb.io/show/ABCXO</a>
<b>Jon Nicholas</b>	General Dental Practitioners Preferences on Postgraduate Dentistry Teaching Format	Student Selection	<a href="https://api.ltb.io/show/BQZVH">https://api.ltb.io/show/BQZVH</a>

# Experiences and Motivations for Additional Dental Postgraduate Training in UK Hospitals



ADEE 2021 Online meeting (May to August 2021)

*Bullock, Bartlett, Cowpe, Dickenson*

*CUREMeDE & School of Dentistry, Cardiff Uni Wales UK; Health Education England (HEE) UK*

The majority of UK graduate dentists undertake a year of foundation training in general practice. To further their skill-set, some pursue an optional Core Training (DCT), for up to three years. DCT1 - designed to develop the 'skilled generalist'; DCT2 - develop specialist and leadership skills; some complete DCT3 - pathway to specialist training.



CPD

dental-core-training

experience

motivation

This study strengthened our understanding of career motivations and learning preferences of DCT trainees and their experiences of the programmes.

Our data reports the experiences of trainees who benefit from DCT, why & how. Geography is a key influence on 'post preferences'. It's important that DCT has the flexibility to accommodate variable trainee motives and evolving career trajectories. DCT offers advantages to dentists wishing to pursue general practice and also specialty training.

# Dental team members knowledge and confidence in providing oral health education



ADEE 2021 Online meeting (May to August 2021)

Emma Barnes, Prof Alison Bullock, Prof Ivor Chestnutt  
Cardiff University, UK

This study explores dental professionals' in Wales, UK's self-reported knowledge and confidence in providing the different topic areas of OHE as outlined in the Delivering Better Oral Health toolkit: oral hygiene, diet, smoking cessation, and alcohol consumption.

**Dental team members' knowledge and confidence in providing oral health education**

**Background**  
The importance of dentistry towards a patient is being greater emphasis is placed on the large patient self-care through oral health education in general dental practice. It is vital that dental professionals feel adequately trained and confident in their ability to engage in OHE.

**This study explores dental professionals' self-reported knowledge and confidence in providing the different topic areas of OHE as outlined in the Delivering Better Oral Health toolkit: oral hygiene, diet, smoking cessation, and alcohol consumption.**

**Materials and methods**  
Qualitative data were gathered from semi-structured interviews with 12 dentists, a dental nurse, and 1 dental nurse working in various types of general dental practices in South Wales, UK. Interviews were conducted face-to-face and COVID-19 safe due to telephone. All interviews were audio recorded.

**Results**  
Participants reported good knowledge of the critical factors discussed in OHE but valuing practical delivery insights. Participants in a clinical setting suggested that discussion with other professionals was of value to their everyday practice. Discussing experience of OHE with colleagues considered a positive option for professionals to share and discuss how to communicate effectively with patients.

**Confidence in one ability was high overall but varied by topic.**

Confidence	Confidence
<p>Participants were confident in their ability to discuss oral hygiene topics with patients and had good knowledge of the correct advice to the advice.</p>	<p>Lack of time to demonstrate cleaning techniques or engage in full discussions with patient left participants feeling that they had not received enough education in this area.</p>
<p>Participants were confident to discuss diet as a topic, but were less confident to discuss the impact of sugar on dental health.</p>	<p>Concern that questions about diet may be perceived by patients as too vague 'judging' them instead of questions and advice based on individual health.</p>
<p>Some participants reported less confidence in discussing smoking cessation advice than in discussing other topics. To get around using that question, many now discuss the denture it into a separate, and plan make the question more 'practical' (Dental Therapist).</p>	<p>Concern that concerns over oral cancer are a responsibility to discuss oral health in a separate, judgemental, and outside the dental professional role.</p>
<p>For some, alcohol was the most difficult topic to raise and one that they felt least confident addressing. 'Alcohol is a drug and should be treated as such. I wouldn't discuss the risk and it's not a normal part of what I do as a dentist. I don't think they can do a lot more alcohol when it's brought up.' (Dentist)</p>	<p>Concern that patients often are reluctant to discuss or use it as a conversation point for dental or medical visits. Lack of knowledge about available support services for alcohol that participating. The greater social and health implications of alcohol also made it more difficult.</p>

**Conclusions**  
Encouragingly, confidence and overall confidence in delivering most OHE topics were good. Participants particularly practising ways of discussing OHE with patients. This supports the need for education on OHE communication skills with opportunity to share good practice between peers.

**Keywords of knowledge:**

- Guidelines and advice
- Confidence of education - OHE specific and general topics
- Respectful and professional language
- Experience - own area of OHE
- Company advice 'yes'



CPD

## Take home message

Clinical knowledge and overall confidence in delivering most OHE topics were good but varied by topic and were influenced by potential patient response. Participants valued practical insights into discussing OHE with patients. This supports the need for education on OHE communication skills with opportunity to share good practice between peers.

# Experiences and Motivations for Additional Dental Postgraduate Training in UK Hospitals



ADEE 2021 Online meeting (May to August 2021)

*Bullock, Bartlett, Cowpe, Dickenson*

*CUREMeDE & School of Dentistry, Cardiff Uni Wales UK; Health Education England (HEE) UK*

The majority of UK graduate dentists undertake a year of foundation training in general practice. To further their skill-set, some pursue an optional Core Training (DCT), for up to three years. DCT1 - designed to develop the 'skilled generalist'; DCT2 - develop specialist and leadership skills; some complete DCT3 - pathway to specialist training.



CPD

dental-core-training

experience

motivation

This study strengthened our understanding of career motivations and learning preferences of DCT trainees and their experiences of the programmes.

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# Students` perceptions about the use of social media in dental education



ADEE 2021 Online meeting (May to August 2021)

*Amr Elraggal, Stuart Sims, Marianna Cerasuolo and Chris Louca.*  
*University of Portsmouth, UK*

Use of social media is popular in society. Initially used for socialising, social media are now increasingly used for educational purposes. The aim of this study was to explore perceptions of dental students in three Egyptian and two British dental schools regarding the use of social media in dental education.



**Evaluation**

**dental-students**

**social-media**

**dental-education**

## Take home message

Social media are potentially useful as supplementary educational tools that encourage collaborative learning and facilitate communication among dental students. However, dental students should be educated to use them positively.



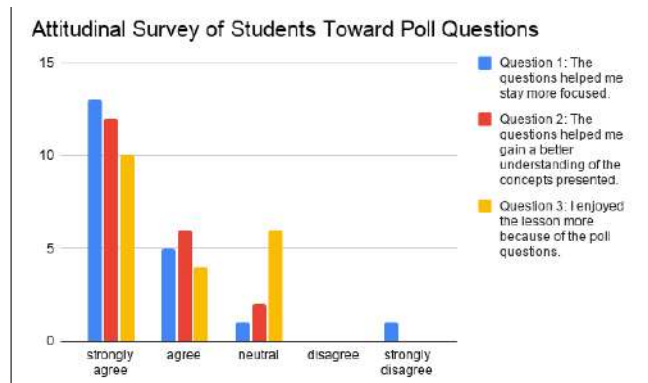
# Development of Polling Questions to Engage Dentistry Students in Remote Learning



ADEE 2021 Online meeting (May to August 2021)

*Christa Serban, Andreea Codruta Cojocariu, Carina Neagu, Meda Lavinia Negrutiu, Cosmin Sinescu  
Victor Babes University of Medicine and Pharmacy Timisoara*

With the rise of e-learning due to the COVID-19 pandemic, improving student engagement has been a topic of interest. In this study, we explored the development of poll questions for remote learning purposes and students' perception towards this teaching method.



Evaluation

student-engagement

dentistry-students

poll-questions

remote-learning

## Poll Questions And Improved Student Engagement

Students had high approval ratings for the use of poll questions in remote learning. The majority of students agreed that poll questions played a positive role in increasing their attention and participation in the lessons. The student perspective questions encouraged discussions between the student audience and instructor.

# Consultations with patients who have limited English proficiency: Perspectives of trainee dental professionals and interpreters



ADEE 2021 Online meeting (May to August 2021)

*Olivia Hale, Efstathia Tzemou, Jade Biyu Du, Ashleigh Stamp*

*School of Psychology - Newcastle University, School of Modern Languages - Newcastle University, School of Dental Sciences -*

Communication is at the heart of healthcare consultations. For patients with limited English proficiency, competent interpretation is essential to provision of healthcare which is both apt and of high quality. This work explored student experiences and opinions relating to training and clinical application of healthcare interpretation.



**Faculty Development**

**communication**

**dental-team**

**diversity**

**interpreting-and-translation**

**interprofessional-education**

**undergraduate**

## Take home message

Interprofessional education for trainee dental care professionals and interpreters offers the potential to build foundations for more effective consultations. Developing skills to work together effectively and fostering working relationships of trust are key to enhancing patient-clinician communication for patients with limited English proficiency

# What professionalism means to dental professionals, patients, and others



ADEE 2021 Online meeting (May to August 2021)

*Barrow, Barnes, Bullock, Cowpe, Cserzo, Bartlett, Jones, Gilmour, Johnson, Kavadella, Murphy*

*Cwm Taf Morgannwg UHB; CUREMeDE & Dental School, Cardiff Uni, Wales, UK; Dental School, Athens; ADEE*

A wide-ranging report of 'Professionalism' in Dentistry & other healthcare sectors, published Sept 2020, commissioned by the General Dental Council – the UK's regulatory body for all dental professional team members. We report the evidence collated on members of the public and professionals' perceptions of what is meant by 'professionalism'



**Faculty Development**

**professionalism**

**behaviour-and-attitudes**

**trust**

Overview of the Report - 'Professionalism' throughout a dental professional's career and related healthcare sectors. \*Join the SIG 'Professionalism in Dentistry - let's be positive' \*22.06.2021

Identified what patients expect from clinicians and what is important to them. A lapse may be 'out of character'. It's 'real' and 'of concern' to the person an action is directed towards and to the professional. Lapses should be learnt from and positive action taken. Need to provide support for professionals to move on for themselves and patients.

# Gender Awareness in Health Sciences Students: Methodological Approach and Preliminary Findings



ADEE 2021 Online meeting (May to August 2021)

*Bartual, M.T. ; Bucchi, M.C. ; Cabré, M. ; Coco, A. ; Donoso, T. ; Honrubia, M. ; Romero, L. ; Turmo, J. and Manzanares, M.C. University of Barcelona (SPAIN); University of La Frontera (CHILE); University of Cantabria, (SPAIN)*

Knowledge and awareness of how health outcomes are related to sex and gender roles increases equity and reduces gender bias in health care (WHO, 2016). However, differences in implementation and competencies of the legally mandatory gender training in Health Science degrees are evident.



# UNIVERSITAT DE BARCELONA



**Faculty Development**

**curricula**

**gender-awareness**

**gender-perspective**

**gender-regulations**

Students perceive the gender approach implementation and competencies in their curricula as insufficient. Participants report the need to increase gender perspective and competencies in the curricula and the compliance with gender regulations. Low levels of stereotypical thinking about health issues, towards patients and transsexuality are reported. Stereotypical thinking about the professional expectations of women in health workforce is perceived.

# New approach for IPE for dental and medical clinical students with restriction of educational setting under COVID-19 pandemic



ADEE 2021 Online meeting (May to August 2021)

*Jun Tsuruta*

*Institute of Education, Tokyo Medical and Dental University*

Topic: The IPE program for medical and dental students in the final year in clinical settings (Patient clinic). Due to the Covid-19 pandemic, we couldn't keep the program in clinical setting and changed it to a remote class using the Zoom and the WebClass. We analyzed dental students' feedback to find the solution to develop a new program.



**Inter Professional Education**

## Take home message

We have developed the IPE program in the clinical settings for 5 years. In 2020, Due to the Covid-19 pandemic, we needed to change our clinical settings to a remote class. It is not easy to keep the quality, however, we found a new style of collaboration. We are searching a new approach for the program under the Covid-19 pandemic through ADEE.

# Concept Classification Diagram for the analysis of Oral Health Declarative Knowledge



ADEE 2021 Online meeting (May to August 2021)

*W Astudillo, I Valdivia, A Vasquez, O Aceituno, M Vasquez, C Ly, MC Manzanares.*

*Universidad de Antofagasta, Antofagasta-Chile; Faculty of Medicine and Health Sciences, University of Barcelona, Spain*

In order to assess if there is consensus on the use of dental terminology in the available literature to favour fluid academic language and contribute to the acquisition of declarative knowledge, an essential concept of the declarative core knowledge in Oral Health was selected.



 **Concept Classification Diagram for the analysis of Oral Health Declarative Knowledge**  **UNIVERSITAT DE BARCELONA**

**Inter Professional Education**

**academic-consensus**

**concept-classification-diagram**

**declarative-knowledge**

Lack of academic agreement in declarative knowledge generates unnecessary confusion

The definition of Centric Occlusion (CO) was analysed by an instrument called “Concept Classification Diagram” to determine which one of the definitions published in the Glossary of Prosthodontic Terms (GPT) was applied in the literature from 2005 to 2019. The misuse of the term “Centric Occlusion” as reported in the literature is discussed.

# The impact of Covid-19 on training opportunities and well-being of postgraduate dental trainees



ADEE 2021 Online meeting (May to August 2021)

*Olivia Barratt*

*Health Education and Improvement Wales*

An investigation into the impact of the pandemic on postgraduate trainees in Wales, UK. This study assesses the impact on training opportunities, as well as trainee mental health and well-being .



**GIG**  
CYMRU  
**NHS**  
WALES

Addysg a Gwella Iechyd  
Cymru (AaGIC)  
Health Education and  
Improvement Wales (HEIW)



**Inter Professional Education**

## Take home message

Trainees feel more stressed as a result of pandemic. Dental core trainees in Wales feel concerned that they have missed out of clinical educational opportunities due to covid-19.

# Career motivations and aspirations of dental core trainees



ADEE 2021 Online meeting (May to August 2021)

*Olivia Barratt*

*Health Education and Improvement Wales*

A series of focus groups explored the career aspirations of dental core trainees in Wales and identified key factors involved for trainees when selecting a dental core training post. Dental core trainees view the educational value of the post as much more important than location of the training position.



**GIG**  
CYMRU  
**NHS**  
WALES

Addysg a Gwella Iechyd  
Cymru (AaGIC)  
Health Education and  
Improvement Wales (HEIW)



**Inter Professional Education**

## Take home message

Trainees opt to complete dental core training to improve their clinical confidence and gain exposure to complex dentistry that they would not normally see in general practice. Access to mentoring and educational value of post is paramount for the dental core trainee when choosing where to complete the training programme.



# Social responsibility of UK dental students, teaching staff, and newly qualified dentists: A national online survey



ADEE 2021 Online meeting (May to August 2021)

*Freeman Z, Waterhouse PJ, Ramsay S, Holmes RD*  
*School of Dental Sciences, Newcastle University*

Results of an online survey used to measure the social responsibility of UK dental students, teaching staff, and newly qualified dentists and discussion of sociodemographic factors which were found to influence this.



**Inter Professional Education**

**social-accountability**

## Take home message

There were few associations between sociodemographic factors and social responsibility scores, which is exciting as it suggests that there may be other factors which can influence them. With further qualitative work it will be possible to explore if dental education can have a positive impact on social responsibility.

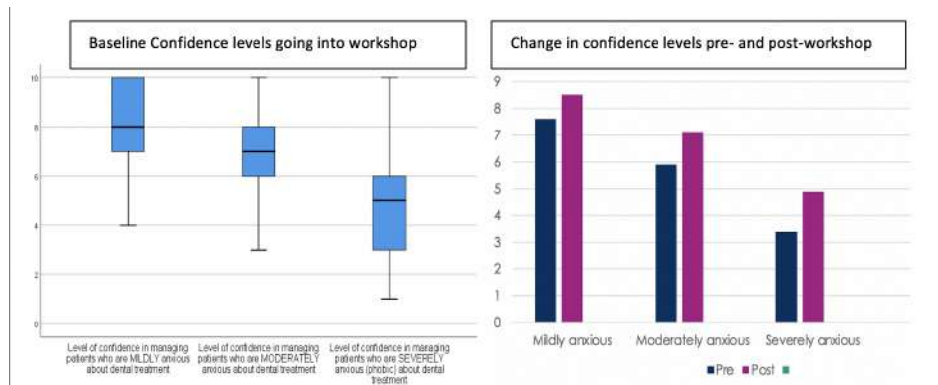
# Evaluating the effectiveness of a workshop to improve the confidence of dental students when managing dentally anxious patients.



ADEE 2021 Online meeting (May to August 2021)

*Alva Lawler, Georgios Ikononou, Georgia MacHesney, Fionnuala Lyons, Kamila Marcinczak, Faiza Kanjoui, Daniah Safar, Trinity College Dublin*

Dental Anxiety is common in society and dental students report low confidence in managing dental anxiety. To investigate this gap in undergraduate training a group of 4th Year students from Trinity College Dublin investigated whether a 1-hour educational activity was effective in increasing students confidence while managing dental anxiety.



Other

## Take home message

An online evening workshop was effective in increasing students' confidence in managing patients with mild, moderate and severe anxiety. This study suggests it is time to address the lack of adequate training to undergraduate students in managing dental anxiety in Irish dental schools.

# Dentistry in Brazilian Sign Language (LIBRAS)



ADEE 2021 Online meeting (May to August 2021)

*Andresa Costa Pereira*

This project aimed to create a website and provide digital material to support dental care and dental education for deaf people in Brazil. The website was created to offer content to three target audiences: deaf patients, deaf dental students, and dentists/students who want to learn Brazilian Sign Language (LIBRAS).



**Other**

## Conclusion

This is an innovative project to provide resources for inclusive dentistry in Brazil, empowering deaf people to improve their oral health and also be able to go along a dental course. It can also inspire educators to rethink Dental Education in a more inclusive way and motivate projects in other sign languages.

# Impact of Educational Changes on Caries Risk Assessment and Patient Focused Care



ADEE 2021 Online meeting (May to August 2021)

*Anusha Chopra, Dr Melanie Nasseripour, Dr Koula Asimakopoulou, Professor Avijit Banerjee*  
*Faculty of Dentistry, Oral and Cranio-facial Sciences, Kings' College London, London, UK*

Oral health risk assessment aids clinicians to assess impacts of factors influencing patients' oral health status and thereby to provide appropriate care. This project investigated students' knowledge, perception and behaviour towards Caries Risk Assessment (CRA) in particular as it may impact their approach to patient care and caries management.

**Impact of Educational Changes on Caries Risk Assessment and Person Centered Care at a UK Dental School**

Anusha Chopra, Dr Melanie Nasseripour, Dr Koula Asimakopoulou, Professor Avijit Banerjee  
Faculty of Dentistry, Oral and Cranio-facial Sciences, Kings' College London, London, UK

**INTRODUCTION**

The oral health status of patients depends on complex interplay of several factors and Caries Risk Assessment (CRA) aids clinicians in assessing the impact of these factors for each patient.

To this effect a multidisciplinary approach to oral health risk assessment within the dental curriculum has been introduced to support students designing patient-focused care plans.

- Leads to investigate students' knowledge, perception and behaviour towards oral health risk assessment and caries risk assessment in particular as it may impact their approach to patient care and caries management.

**Objective**

- The objective of our research is to evaluate student's current behaviour, perception and knowledge of Caries Risk Assessment.
- This will act as a baseline prior to introducing any further changes in approach such

**RESULTS**

In 2019-20, 97 students responded with the following distribution: BDS3 (33.0%), BDS4 (36.1%) and BDS5 (30.9%). In 2017-18, 90 students responded with the following distribution: BDS3 (34.4%), BDS4 (32.2%) and BDS5 (33.3%).

ANOVA ( $\alpha=0.05$ ) test showed statistically significant differences between year groups within 2019-20 and within 2017-18 for Behaviour towards Risk Assessment



**Other**    **caries-risk-assessment**    **dental-students**    **educational-changes**

## Take home message

There is need to further employ more streamlined and structured approach to CRA by use of a chairside software. This may assist students in identifying factors affecting risk level, determining ways to arrest/reverse the caries process, and provide them with opportunities to implement early preventative strategies.

# A New Normal - Exploring the anxiety levels and perspectives of undergraduate dental students



ADEE 2021 Online meeting (May to August 2021)

*Walker B, Vernazza C, Penlington C, Geddis-Regan A, Ellis J*

*School of Dental Sciences and Institute of Health & Society, Newcastle University*

This poster describes the anxiety levels and particular concerns of UK undergraduate dental students resuming clinical placement following the changed and changing learning environment as a result of the COVID-19 pandemic.



# Newcastle University

UK | Malaysia | Singapore



- Other
- agp
- aerosol
- anxiety
- attitudes
- cas
- covid-19
- clinical-placement
- communication
- feelings
- gad7
- ppe
- pandemic
- perspectives
- progression
- quality-of-learning
- quality-of-care
- stress
- student-experience
- student-support
- student-wellbeing
- undergraduate

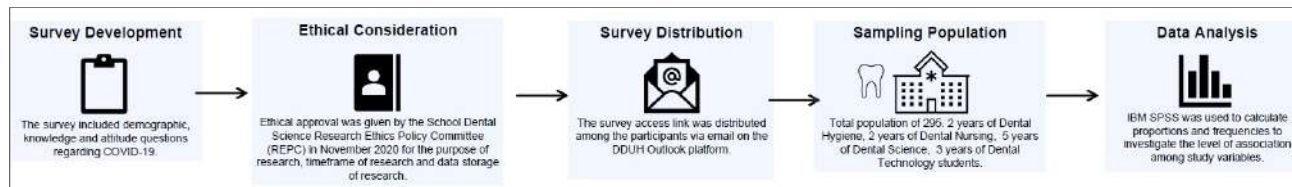
# Evaluation of the Knowledge and Attitudes of Dublin Dental University Hospital Students Towards COVID-19



ADEE 2021 Online meeting (May to August 2021)

Hannah Simpson

The aim of this study was to determine the level of knowledge and attitudes of Undergraduate Dental Hygiene, Dental Nursing, Dental Science and Dental Technology students towards SARS-CoV-2 infection in the Dublin Dental University Hospital, Trinity College Dublin.



## Other

### Take home message

In conclusion, the study revealed a high level of knowledge among dental students and attitudes towards infection prevention and control were strong with adequate understanding of the importance of minimising virus transmission risk.

# Impact of different colours in a healthcare and university environment on the mental health of patients, students and staff.



ADEE 2021 Online meeting (May to August 2021)

*Humza Alam, Dr Melanie Nasseripour*  
*King's College London*

A showcase of Phase 1 of the "Colour State of Mind" Project as part of the King's Undergraduate Research Fellowship. Exploring the correlation between colour environments and its relationship to the state of mind of both patient's and professionals in the healthcare environment.



**Other**

**king's-college-london**

**mental-health**

**colour**

**psychology**

## Take home message

Whilst there are some early indications of the different effects that "Warm vs Cool" colours may have on ones mood, research around this topic is still relatively raw and unrefined. Phase Two of this project, which will take place in the Summer of 2021, will look to explore this further by using virtual reality environments to conduct research.

# Knowledge and attitudes of Jordanian and Polish dental interns toward Cone beam CT



ADEE 2021 Online meeting (May to August 2021)

Ingrid Rozylo-Kalinowska, Mustafa Alkader, Magdalena Piskorz, Monika Litko-Rola, Pawel Kalinowski  
 Medical University of Lublin, Poland, Jordan University of Science and Technology, Irbid, Jordan

The aim of this study was to assess and to compare knowledge and attitudes of Jordanian and Polish dental interns toward Cone beam CT (CBCT).



**Other**   **cbct**   **dental-interns**   **knowledge**

More teaching on CBCT is required

Both of Jordanian and Polish dental interns have a good level of knowledge and positive attitudes toward CBCT. To enhance knowledge and attitudes among dental interns, dental faculties should provide more courses related to CBCT.



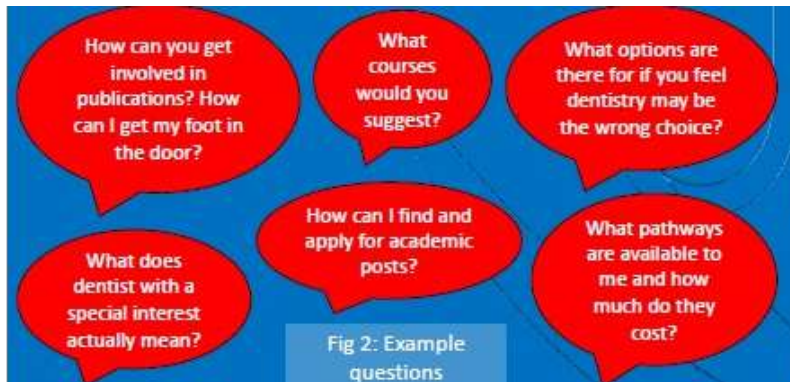
# Career Choices: Key Questions Raised by Newly Qualified Dentists



ADEE 2021 Online meeting (May to August 2021)

Joshua Hudson

Newly qualified dentists often find it difficult to make decisions about their future careers, especially due to the multitude of pathways available. This poster provides an analysis of the commonly asked questions by newly qualified dentists who are undecided on their career choices.



Other

careers

dental-foundation-training

## Take home message

The 239 questions collected from the participants provided a strong platform to enable a significant gap in career decision making to be closed. By following up these questions with a trainee centred event, queries were able to be answered by a range of clinicians from the comfort of their own home.

# ARTICULATE - developing a European glossary of terms for use in Oral Health Professionals Education



ADEE 2021 Online meeting (May to August 2021)

*Julia.Davies*

Here we describe the methodology used by the O-Health-Edu working group to develop ARTICULATE - an online, European glossary of terms used in Oral Health Professionals education.



**Other**

## Take home message

During the construction of ARTICULATE, members of the pan-European O-Health-Edu working group have collaborated constructively to develop a robust methodology based on expert consensus and stakeholder consultation. This has allowed us to fulfill our aim of creating a novel glossary resource for use by all with an interest in OHP education.

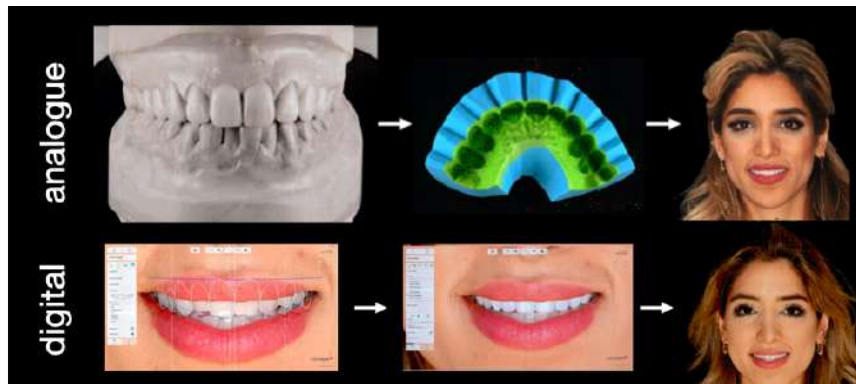
# Patients' Perceptions of Analogue Versus Digital Smile Design Techniques



ADEE 2021 Online meeting (May to August 2021)

*Kiran Bhogal, Pranay Sharma, Peter Fine, Albert Leung and Robert Blizard*  
*UCL Eastman Dental Institute, UK*

In an ever-evolving digital world, novel techniques are being implemented throughout clinical dentistry. One such technique is digital smile design. Given that prior to this, analogue techniques were used with success, the author sought to understand the perceptions and preferences of laypeople when these methods were compared.



Other

## Take home message

A holistic patient-centric approach to smile design should be considered. This may potentially involve a hybridisation of both analogue and digital techniques.

# Caries Risk Assessment in an Educational Environment: A Literature Review



ADEE 2021 Online meeting (May to August 2021)

*Lucy Cracknell*

A literature review exploring the use and prevalence of caries risk assessment in dental educational environments. This was used to gain insight before piloting PreVisor into the undergraduate curriculum at King's College London.



**Other**

**caries-risk-assessment**

**dental-education**

**previsor**

## Outcome

This was used to gain insight before piloting PreVisor into the undergraduate curriculum at King's College London.

# A ventilation device applicable to personal protective equipments against COVID-19 in the dental school.

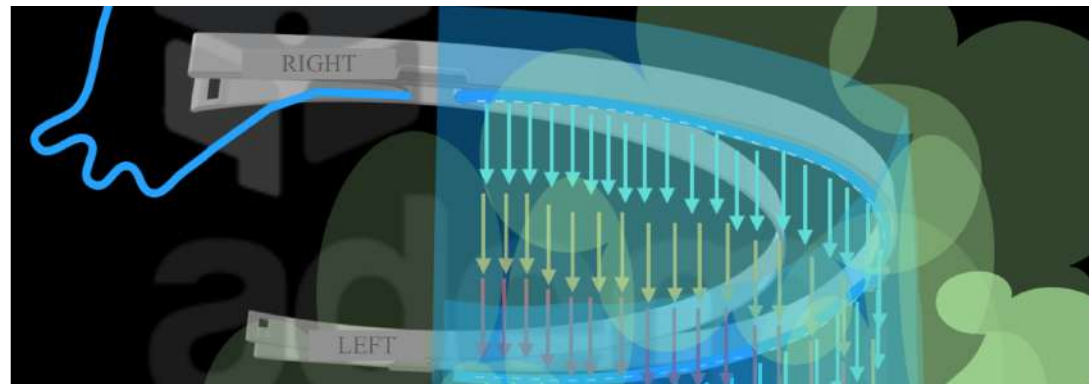


ADEE 2021 Online meeting (May to August 2021)

*Thais Cristina Pereira*

*ADEMA University School - University of the Balearic Islands*

Covid-19 pandemic has been an obstacle for dental training in Dental Schools. Then, the need for improving students and professors protection during clinical practice motivated us to create a ventilation device, to be used with transparent facial screen, in order to prevent COVID-19 contagion.



**Other**

## Take home message

The ventilation device created in the ADEMA University School is a helpful and economical tool to increase protection against COVID-19 and other pathogens during clinical practice in dental schools. Besides, it can increase professional comfort during work by preventing the screen steaming, improving visualization.

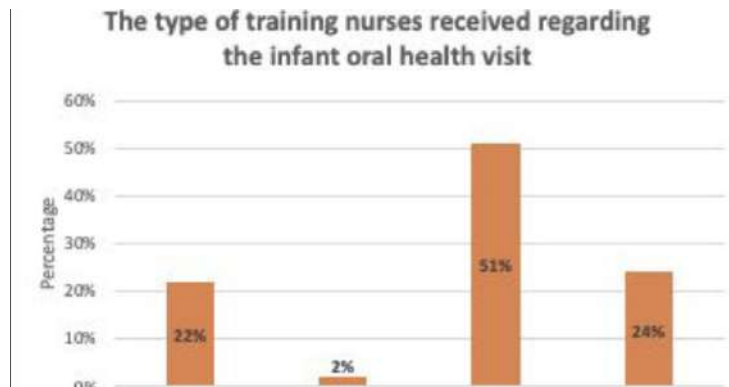
# Nurses and the Infant OH Visit



ADEE 2021 Online meeting (May to August 2021)

*Tiana wildman, Kate Tuffy, Eanna O'Kelly lynch, Komal virk, Gita Shonpal, Jerry Moh, Shane O'Neill, Fatin Amni zamros yuzadi*

This cross sectional study aimed to explore if Irish nurses receive education about infant oral health and whether or not they offer oral health advice within their clinical practice. Our results showed the participants have limited knowledge on the services provided by dentists during the first dental visit.



Other

public-dental-health

## Knowledge of Irish nurses regarding the Infant Oral Health Visit

Nurses in Ireland are a key first point of contact for many infants who access health care services in their first years of life. It is evident from this study that many nurses have exposure to children in practice throughout the week. Thus, it would be advantageous that oral health is a topic of conversation between parents and nurses to increase

# General Dental Practitioners' Preferences on Postgraduate Dentistry Teaching Format.



ADEE 2021 Online meeting (May to August 2021)

*Jon Nicholas*

The aim of this study is to determine what format of teaching general dental practitioners (GDPs) prefer when accessing a postgraduate dental course or degree-based programme.



**Student Selection**

**gdp**

**general-dental-practitioner**

**postgraduate-dental-education**

**postgraduate-education**

**training**

## Take home message

This study concludes that despite a hands-on approach being the most favoured format of teaching, GDPs prefer a mixed approach to teaching formats to remain engaged and improve the impact on their learning.



# Section 3



## Section Three Presented 8th July 2021 at 16:00 focusing on: Teaching Methods and Technology Enhanced Learning

<b>Anusha Chopra</b>	A Multi-Centre Evaluation of the Effectiveness of Workshop Teaching to Improve the Confidence of UK and Irish Dental Students wh	Teaching Methods	<a href="https://api.ltb.io/show/BGZOO">https://api.ltb.io/show/BGZOO</a>
<b>Claire Newey</b>	Personalised Learning and Coaching to Improve Student Self-efficacy and Confidence in Pre-clinical Operative Dentistry	Teaching Methods	<a href="https://api.ltb.io/show/ABAHW">https://api.ltb.io/show/ABAHW</a>
<b>Claudine Wulfman</b>	Interest of serious games as preparation tools for OSCE	Teaching Methods	<a href="https://api.ltb.io/show/BCZMW">https://api.ltb.io/show/BCZMW</a>
<b>Clement Seeballuck</b>	Inter faculty production of educational resources. Unite and Conquer!	Teaching Methods	<a href="https://api.ltb.io/show/BUZFY">https://api.ltb.io/show/BUZFY</a>
<b>Josephine Brodn</b>	Reflection as a means to enhance students feeling of comfort with uncertainty.	Teaching Methods	<a href="https://api.ltb.io/show/ABAEC">https://api.ltb.io/show/ABAEC</a>
<b>Maria Correia</b>	Service Learning and the dentist of the future - Pedagogical innovation for the 2030 agenda.	Teaching Methods	<a href="https://api.ltb.io/show/ABAFI">https://api.ltb.io/show/ABAFI</a>
<b>Nasir Javaid</b>	Investigating a Novel Student Feedback App in Postgraduate Dental Education	Teaching Methods	<a href="https://api.ltb.io/show/ABACT">https://api.ltb.io/show/ABACT</a>
<b>Philip Atkin</b>	Development of a Specialty Trainee and Trainer Education Forum with Qualitative Content Analysis of Participant Evaluation	Teaching Methods	<a href="https://api.ltb.io/show/BKZOT">https://api.ltb.io/show/BKZOT</a>
<b>Sarah McKernon</b>	Creating a remote learning approach for developing key skills: Suturing at Home	Teaching Methods	<a href="https://api.ltb.io/show/BMZJV">https://api.ltb.io/show/BMZJV</a>
<b>Senathirajah (RAJ) Ariyaratnam</b>	"I am your patient today" An innovative synchronous interactive Teaching and Learning model, simulates clinical environment.	Teaching Methods	<a href="https://api.ltb.io/show/BNZUH">https://api.ltb.io/show/BNZUH</a>
<b>Clement Seeballuck</b>	The merits computer-aided design and 3D printing for the development of training tools	Technology Enhanced Learning	<a href="https://api.ltb.io/show/BMZJD">https://api.ltb.io/show/BMZJD</a>
<b>Dominic Lloyd</b>	Learning through teaching, teaching through learning - the role of video production in dental education.	Technology Enhanced Learning	<a href="https://api.ltb.io/show/BXZZH">https://api.ltb.io/show/BXZZH</a>
<b>Hege Markussen</b>	Alternative clinical practice using recorded video demonstrations for oral radiology - a pandemic measure	Technology Enhanced Learning	<a href="https://api.ltb.io/show/BIZVK">https://api.ltb.io/show/BIZVK</a>
<b>Marco Antonio Dias da Silva</b>	Teledentistry on Instagram. Is it safe?	Technology Enhanced Learning	<a href="https://api.ltb.io/show/BAZXZ">https://api.ltb.io/show/BAZXZ</a>
<b>Rafael Lund</b>	The self- learning by Brazilian undergraduate dental students through the use of videos available on Internet: results of a nati	Technology Enhanced Learning	<a href="https://api.ltb.io/show/ABABQ">https://api.ltb.io/show/ABABQ</a>
<b>Sebastiana Arroyo Bote</b>	Acquisition of Skills in cavitory carving using virtual reality	Technology Enhanced Learning	<a href="https://api.ltb.io/show/BKZAN">https://api.ltb.io/show/BKZAN</a>
<b>Sebastiana Arroyo Bote</b>	Proposal of dental phantoms to develop practical skills in Dental Aesthetics	Technology Enhanced Learning	<a href="https://api.ltb.io/show/BBZXN">https://api.ltb.io/show/BBZXN</a>
<b>Tahir Hamza</b>	Adapting a postgraduate course to a virtual setting: Problem, solution, and results.	Technology Enhanced Learning	<a href="https://api.ltb.io/show/BMZXE">https://api.ltb.io/show/BMZXE</a>
<b>Vania Fontanella</b>	Use of distance learning technology tools in Brazilian dental schools during the COVID-19 pandemic	Technology Enhanced Learning	<a href="https://api.ltb.io/show/ABABY">https://api.ltb.io/show/ABABY</a>

# Workshop Teaching to Improve the Confidence of Dental Students when Addressing Patient Mental Health



ADEE 2021 Online meeting (May to August 2021)

*Elliott, Sharma, Omar, Hurst, Marshall, Blair, McCullagh, Chopra, Claudia, Patel, Beaty, Busnaina, and Lal Bart's and the London, University of Dundee, Newcastle University, King's College London, Trinity College Dublin*

Dental practitioners can have low confidence when addressing patient mental health. This study trialled interactive workshop teaching as an educational intervention, in five UK and Irish dental schools, to enhance the confidence of dental students when addressing mental health conditions in patients.

## A Multi-Centre Evaluation of the Effectiveness of Workshop Teaching to Improve the Confidence of UK and Irish Dental Students when Addressing Patient Mental Health

E. Elliott,<sup>1</sup> S. Sharma,<sup>1</sup> Dr A. Omar,<sup>1</sup> Dr D. Hurst,<sup>1</sup> Dr C. Marshall,<sup>1</sup> A. Blair,<sup>2</sup> A. McCullagh,<sup>3</sup> A. Chopra,<sup>4</sup> A. Claudia,<sup>3</sup> G. Patel,<sup>4</sup> H. Beaty,<sup>3</sup> S. Busnaina,<sup>5</sup> and V. Lal,<sup>5</sup>

<sup>1</sup>Bart's and the London School of Medicine & Dentistry, <sup>2</sup>University of Dundee Dental School, <sup>3</sup>Newcastle University Dental School, <sup>4</sup>King's College London FoDOCS, <sup>5</sup>Trinity College Dublin Dental School



### INTRODUCTION

- Psychiatric disorders are becoming increasingly prevalent in the UK:



Figure 1: Prevalence of mental health disorders in the UK population 2016

- Psychiatric disorders are associated with:



### METHODS

#### Scenario-based confidence survey

- Designed to query students to:

Identify their confidence in managing four fictional scenarios where patient mental health presented within the dental clinic. Further establish the need for intervention.

- Fictional scenarios - depression, eating disorder, anxiety and anti-psychotics
- Distributed digitally to 1285 students in clinical years (BDS 3, 4, 5)
- Results of the survey were described using simple descriptive statistics

#### Assess the effectiveness of workshop teaching

#### Workshop teaching

- 63 dental students participated, ranging from 6-20 participants per workshop, with the following distribution: BDS3 (22%), BDS4 (19.2%) and BDS5 (28.8%).
- Average increase in confidence across all questions was from 2.3 to 3.7 - scale from 'No Confidence' (1) to 'Absolute Confidence' (5). Paired t-test ( $p < 0.05$ ) test showed statistically significant differences between pre- and post-workshop data for question 1-3 (Figure 3).
- Knowledge of psychiatric referral pathways
  - Pre-workshop - 7.6% of participants
  - Post-workshop - 92.5% of participants



Teaching Methods

dental-students

education

evaluation

patient-mental-health

psychiatric-conditions

workshop-teaching

## Take Home Message:

Further educational intervention is required to improve dental students' low confidence in addressing patient mental health.

Workshop teaching was effective and effective method and should be considered for implementation in the Bachelor of Dental Surgery curriculum.

# Personalised Learning and Coaching to Improve Student Self-efficacy and Confidence in Pre-clinical Operative Dentistry



ADEE 2021 Online meeting (May to August 2021)

*C Newey, L. Molyneux, J. Marsden, M. Ablal, J. Hyde, E. Moawad, A. Watson, K. Fox*  
*University of Liverpool*

Dental students can find it challenging to develop the necessary motor skills in operative dentistry. This poster describes three complementary strategies which were used to create a supportive community of practice in pre-clinical simulation training, with the aim to reduce stress in students' and improve their resilience and confidence.



- Teaching Methods
- coaching
- deliberate-practice
- flipped-classroom
- student-self-efficacy

## Summary

Undergraduate dental training can be stressful, and societal changes may mean that current undergraduates need an altered teaching approach compared with previous generations. These innovations suggest potential strategies that may help to reduce stress and improve students' resilience and confidence.

# Interest of serious games as preparation tools for OSCE



ADEE 2021 Online meeting (May to August 2021)

*Claudine Wulfman*  
*Université de Paris*

A serious game was developed as a complement to the preparation program (lecture, video and mock exam). The objectives were to familiarize students with the test process, improve time management, and limit anxiety.



Teaching Methods

osce

serious-game

Serious games are a stimulating preparation medium for OSCE training.

The serious game is an innovative and attractive medium. Based on these results, a new version was developed, with a new "fast mode" game option. The ability to create stations in digital format takes on a new dimension in the context of the pandemic.

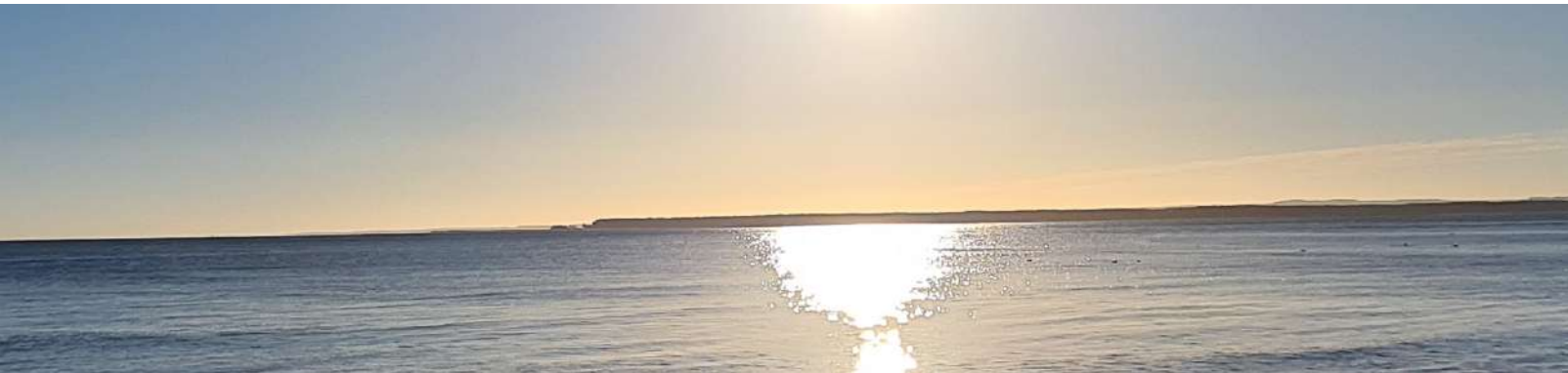
# Inter faculty production of educational resources. Unite and Conquer!



ADEE 2021 Online meeting (May to August 2021)

*Clement Seeballuck, Laura Ould, Nicola Innes*  
*University of Dundee*

In this poster, we detail the create collaborative approach we undertook to make a digital resource that clearly explains the principles of selective carious tissue removal.



Teaching Methods

art

medical-art

caries

caries-management

cariology

minimally-invasive

dundee

dundee-dental-school

## Take home message

Developing synergistic collaborations can be fruitful for a plethora of projects. In this case, we collaborated with a Medical Art Programme and generated resources we are all proud of.

# Reflection as a means to enhance students feeling of comfort with uncertainty

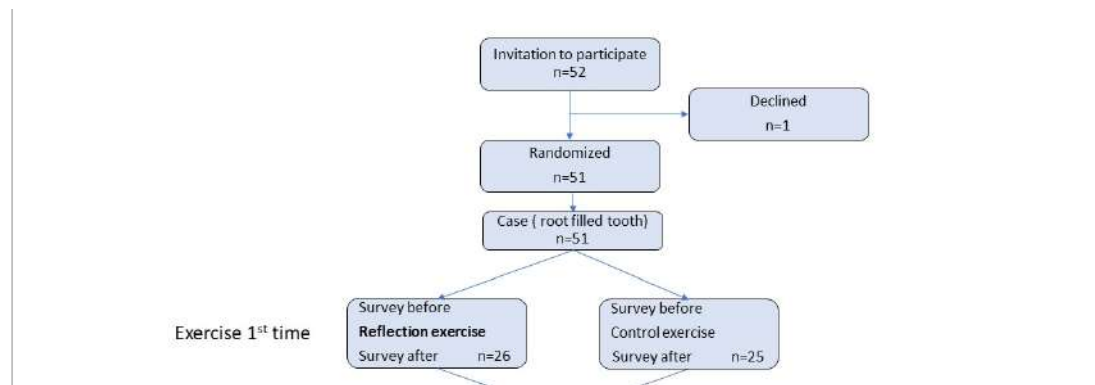


ADEE 2021 Online meeting (May to August 2021)

*Broden, Fransson, Vareman, Pigg*

*Faculty of Odontology, Malmö University, Malmö, Sweden and Dep of Medical Ethics, Lund University, Lund, Sweden*

A reflection exercise was tested in a group of final-year-dental students randomized to a reflection exercise or a control exercise. Before and after the exercises, both groups completed a survey about uncertainty and comfort with uncertainty when assessing the risk for exacerbation of apical periodontitis in root filled teeth.



**Teaching Methods**

**endodontics**

**reflective-writing**

**risk-assessment**

**uncertainty**

## Take home message

A short exercise in reflection did not increase the dental student's comfort with uncertainty when assessing the risk for exacerbation of apical periodontitis since the majority of the students did not state that they felt uncertain in the first place.

# Service Learning and the dentist of the future - Pedagogical innovation for the 2030 agenda.



ADEE 2021 Online meeting (May to August 2021)

*Patrícia Couto, Patrícia Correia, Célia Ribeiro, Nélio Veiga, Maria Correia*

*Universidade Católica Portuguesa, Faculty of Dental Medicine, Centre for Interdisciplinary Research in Health*

*mcorreia@ucp.pt*



Teaching Methods

sdg

service-learning

social-accountability

special-oral-care

Service Learning is a powerful tool to transform society

Service Learning can be applied to motivate dental students to reflect on their role in the response to the SDG of the 2030 UN Agenda.

# Investigating a Novel Student Feedback App in Postgraduate Dental Education



ADEE 2021 Online meeting (May to August 2021)

*Nasir Javaid*

Feedback to and from students is an essential part of education and the improved learning experience. The use of digital feedback delivery from teachers is well established. This study investigated postgraduate dental students' perceptions of the potential role that a feedback App could play in their feedback to teachers.



## Teaching Methods

### Take home message

There was a perception by postgraduate dental students in this study that existing methods of feedback delivery were flawed. There was real interest in the proposed digital alternative. Students felt that the feedback App could help to refine teaching.



# Development of a Specialty Trainee and Trainer Education Forum with Qualitative Content Analysis of Participant Evaluation



ADEE 2021 Online meeting (May to August 2021)

*Dr Phil Atkin, Dr Melanie Simms, Dr Alan Mighell*

*University Dental Hospital, Cardiff; School of Dentistry, University of Leeds*

This poster aims to describe an annual Oral Medicine specialty trainee-trainer forum that has run for nine consecutive years in the UK and Ireland which may be adapted by other specialties as a model for mutual training opportunities and to evaluate participants' views of the usefulness of this, by using qualitative-content analysis.

	Station 1	Station 2	Station 3
are	Mock consultation with actor	Clinical case	Mock consultation with actor
e.g.	Review of biopsy results of a report: mucosal biopsy (oral cancer)	Discussion of clinical photographs, blood test results, sequential clinical visits with changing aetiology and management	New patient consultation: dry mouth, possible Sjogren's Syndrome
	Actor feedback Trainer's feedback Discussion Completion of written evidence	Trainer's feedback Discussion Completion of written evidence	Actor feedback Trainer's feedback Discussion Completion of written evidence
	Station 4	Station 5	Station 6
are	Critical appraisal	Mock consultation with actor	Management & evidence
e.g.	Published paper(s) Read & 2 weeks in advance of forum with list of questions to answer regarding paper	New patient consultation: chronic facial pain	Mock complaint letter or scenario provided 1-2 weeks in advance of forum
	Discussion with trainer Trainer's feedback Completion of written evidence	Actor feedback Trainer's feedback Discussion Completion of written evidence	Discussion with trainer Trainer's feedback Trainer's feedback Completion of written evidence
	Trainee and trainer together for general debrief Discussion of cases, actors & stations Completion of written anonymous evaluation form		



## Teaching Methods

### Summary

The Oral Medicine training forum described is unique in clinical specialty training and has proved to be a successful and sustained model that could be adapted by other dental specialties in Europe and beyond. It is particularly useful for those with geographically distant training sites.

# Creating a remote learning approach for developing key skills: Suturing at Home



ADEE 2021 Online meeting (May to August 2021)

*Sarah McKernon*

*University of Liverpool*

This project describes the move to remote learning via a flipped classroom approach for the development of suturing skills. This concept provided students with remote support for skills development in a way that was both highly innovative and built on sound and familiar pedagogy.



**Teaching Methods**

# "I am your patient today" An innovative synchronous interactive Teaching and Learning.



ADEE 2021 Online meeting (May to August 2021)

*Dr Senathirajah Ariyaratnam, Dr Eleni Deligianni*

During the Covid-19, blended T&L became mainstream and clinical disciplines like Dentistry and Medicine have struggled to provide T&L experience. To maintain uninterrupted high-quality clinical teaching and learning in Oral Medicine we successfully innovated "I am your patient today", a synchronous clinical teaching model using Zoom platform.



**Teaching Methods**

**clinical-learning**

**flexible-learning**

**online-learning**

**synchronous**

## Take home message

This innovative Zoom clinical model shows clinical learning experience can be created in an online learning environment.

# The merits computer-aided design and 3d printing for the development of training tools



ADEE 2021 Online meeting (May to August 2021)

*Clement Seeballuck, Richard Parsons*

*University of Dundee*

A case example of how 3d printing and modelling and interdisciplinary collaboration are a recipe for success in updating teaching.



**Technology Enhanced Learning**

**3d-printing**

**collaboration**

**innovation**

**skills-development**

**training-tools**

**dundee**

**dundee-dental-school**

## Take home message

Think outside the box and challenge yourself to learn new technological skills. Always remember, there will be people to support you in the wider learning community.

# Learning through teaching, teaching through learning - the role of video production in dental education.



ADEE 2021 Online meeting (May to August 2021)

*Alexander Blair, Dominic Lloyd, Karolina Sadauskaite*

*Dundee Dental School*

Learning through teaching, teaching through learning - the role of video production in dental education: a student led project based at Dundee Dental School.



**Technology Enhanced Learning**

**dundee-dental-school**

**education**

**endodontics**

**learning-resources**

**university-of-dundee**

**video-production**

## Take home message

The production of video tutorials through a collaboration between staff and students using accessible and affordable software/hardware allows for those involved to gain a deeper understanding in the chosen subject and the development of basic media skills (in this case - video production).

# Alternative clinical practice using recorded video demonstrations for oral radiology - a pandemic measure



ADEE 2021 Online meeting (May to August 2021)

*Hege Markussen, Gerald Torgersen, Anne Møystad*  
*University of Oslo*

The video lessons aim to partly compensate the students for the reduced number of in person training sessions.

**UiO** : **Faculty of Dentistry**  
University of Oslo



**Technology Enhanced Learning**

**anatomy**

**covid-19**

**oral-radiology**

**video**

## Take home message

Using video made with modest equipment can enhance students' learning experiences during the Covid-19 lockdown. The videos were used in live online lessons and allowed us to develop this type of teaching further. Students prepared on selected topics in the videos as a preparation for further discussions.

# Teledentistry on Instagram. Is it safe?



ADEE 2021 Online meeting (May to August 2021)

*Dias da Silva, MA; Lima Silva, I; Pereira, AC*  
*Universidade Federal de Campina Grande*

Understanding the impacts of social media on dental education is essential. Many students, professionals and patients use the online media to obtain health information. But it seems that reliability is still an issue.



teleducacao\_e\_telessaude\_ufcg



Technology Enhanced Learning

education

professional-education

student-engagement

# The self-learning by Brazilian undergraduate dental students through the use of videos available on



ADEE 2021 Online meeting (May to August 2021)

*Bruna Taube da Silva(1), Flávio Renato Reis de Moura(2), Marco Dias da Silva(3), Rafael Guerra Lund(1)*

*(1)Federal University of Pelotas (Universidade Federal de Pelotas-UFPel, Pelotas, Brazil) / LADDER Group; (2)Lutheran*

This is the first survey carried out in Brazil on the impact of the use of online videos by dental students for their self-learning. The study points out, among other impacts caused by the COVID-19 pandemic, the adoption of new learning routines, associated with the workload of remote education demanded to dental students nowadays.



**Technology Enhanced Learning**

**dental-education**

**internet**

**dentistry-courses**

**digital-content**

**online-learning**

**quality**

## Summary

It was concluded that online videos have become a leading source of information for undergraduate dental students. These findings indicate the importance of dental courses involvement in the offering of reliable online educational resources.



# Acquisition of Skills in cavitary carving using virtual reality



ADEE 2021 Online meeting (May to August 2021)

*Sebastiana Arroyo Bote; Thais Cristina Pereira; Pere Riutor Sbert; Catalina Bennasar Verger; Susane Herrero Tarilonte and ADEMA University School. University of the Balearic Islands*

Academic training in Dentistry schools can benefit from new technologies such as virtual reality that allows clinical cases training and practicing as many times as the student needs . We present here, our experience in the acquisition of skills in cavity preparation in a group of students and a specific type of cavity.



## Technology Enhanced Learning

The objective of this work is to assess the use of virtual reality in the acquisition of skills in dental surgery in fourth grade dentistry students, evaluating the required time and their accuracy.

22 dental students had individual training with the 3D haptic simulators (Universal Simulation, London, UK). After this, the students performed a mesial cavity on a first mandibular molar in the simulators. The following parameters were evaluated and compared with control values (CV): Drilling time (DT): 8 minutes, Progress: 70%, Precision: 60%.

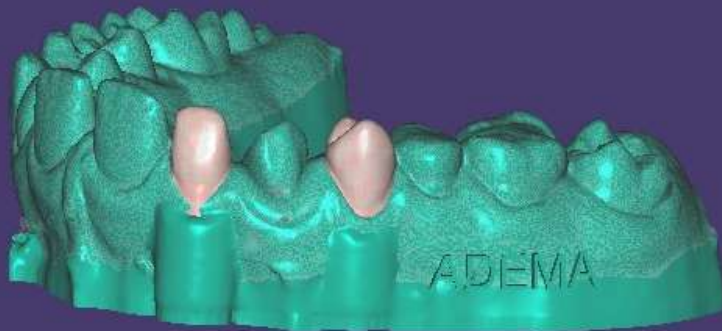
# Proposal of dental phantoms to develop practical skills in Dental Aesthetics



ADEE 2021 Online meeting (May to August 2021)

*Sebastiana Arroyo Bote, Andrés Martínez Jover; Pau Farragut Pina; Mari Carmen Jiménez Sánchez and Catalina Bennasar ADEMA University School. University of the Balearic Islands*

New technologies allow to develop specific teaching material created exclusively to achieve the specific skills of the different subjects required to obtain the Dentistry degree; allowing to have a unique work model that equals all the students in the teacher's evaluation criteria.



## Technology Enhanced Learning

The objective of this work is to design dental phantoms that allow students to achieve all the required skills in Dental Aesthetics, leveraging a single phantom model so that each student can carry out the practices under equal conditions.

We consider that within the limitations of this work, the proposal of this dental phantom may be of interest to the Dental educational community.

# Adapting a postgraduate course to a virtual setting: Problem, solution, and results.



ADEE 2021 Online meeting (May to August 2021)

*Tahir Hamza, Abdulaziz Banasr, Irina F. Dragan, Nadine Tassabehji*  
*Tufts University School of Dental Medicine*

Discussing how to transition an in-person course to a virtual format utilising various educational technology and tools to continue dental education during the midst of the Covid-19 Pandemic.



**Technology Enhanced Learning**

**covid19-pandemic**

**flipped-classroom**

**postgraduate-dental-education**

**online-learning**

Adapting an in-person course to a virtual environment.

During the pandemic teachers had to recreate a learning environment that is 100 % virtual. While some dental schools were able to transition seamlessly to a virtual environment, others struggled. The current project will highlight important tools and technology that can be used to transition an in-person course to a virtual environment.

# Use of distance learning technology tools in Brazilian dental schools during the COVID-19 pandemic



ADEE 2021 Online meeting (May to August 2021)

*Vania Fontanella*

*ABENO*

To investigate Brazilian dental education's situation during the exceptionality of the COVID-19 pandemic and the education technology tools they adopted.



**Technology Enhanced Learning**

**covid-19**

**online-learning**

**technology**

## Summary

Private institutions already offered online lectures, while the public sector did not use these resources before the pandemic. Similarly, public school coordinators reported a lower degree of student and faculty preparation regarding distance learning technology tools and needed an average of 5 months to reorganize the online teaching activities.

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