



Introduction of Team-based Learning Pedagogy in Pre-Clinical Teaching of Oral Health Therapy students

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Introduction

Pre-clinical teaching in the Nanyang Polytechnic Diploma in Oral Health Therapy (NYP OHT) Dental Hygiene programme is done through conventional lectures in history taking, examination and diagnosis, and treatment planning. Owing to a lack of students' engagement during conventional lectures, a team-based learning (TBL) pedagogy in pre-clinical teaching was introduced to NYP OHT students in 2018 prior to the start of dental hygiene clinics (Figures 1). The TBL process method is elaborated in Figure 2.



Figure 1: Students in their discussion groups

Result and Discussion

A total of 26 NYP OHT students participated in this workshop and gave their responses on the pre and post-workshop online surveys. The pre and post-workshop response rates were both 100%. Collated results revealed 96% of the learners agreed they were learning actively during the TBL session (Chart 1). An improvement was noted in their confidence in asking correct questions to their patients after the TBL session (before: 54% agree and strongly agree responses become 96% after the TBL) (Chart 2). All the students also indicated a strong preference for the TBL session over a conventional lecture, agreed this TBL session improved their understanding of the topic and application of the knowledge versus just reading the article. All the students agreed they had a good learning experience (Chart 1). The learners voted group discussion and clinical case discussion as their favorite activities during TBL. The shortcoming of this workshop was the short duration of 2 hours. Future TBL workshops should be lengthened to 3 hours for in depth and meaningful discussion among the groups.

Method

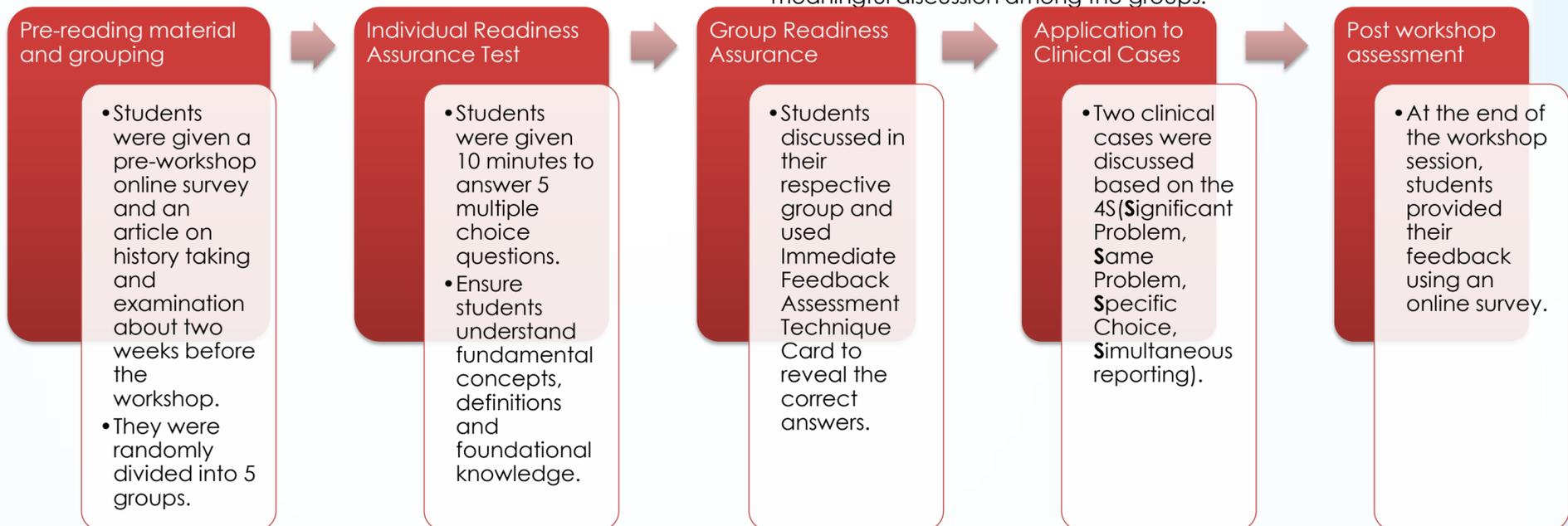


Figure 2: Team-based learning process for NYP OHT students

Chart 1: Students' feedback after workshop

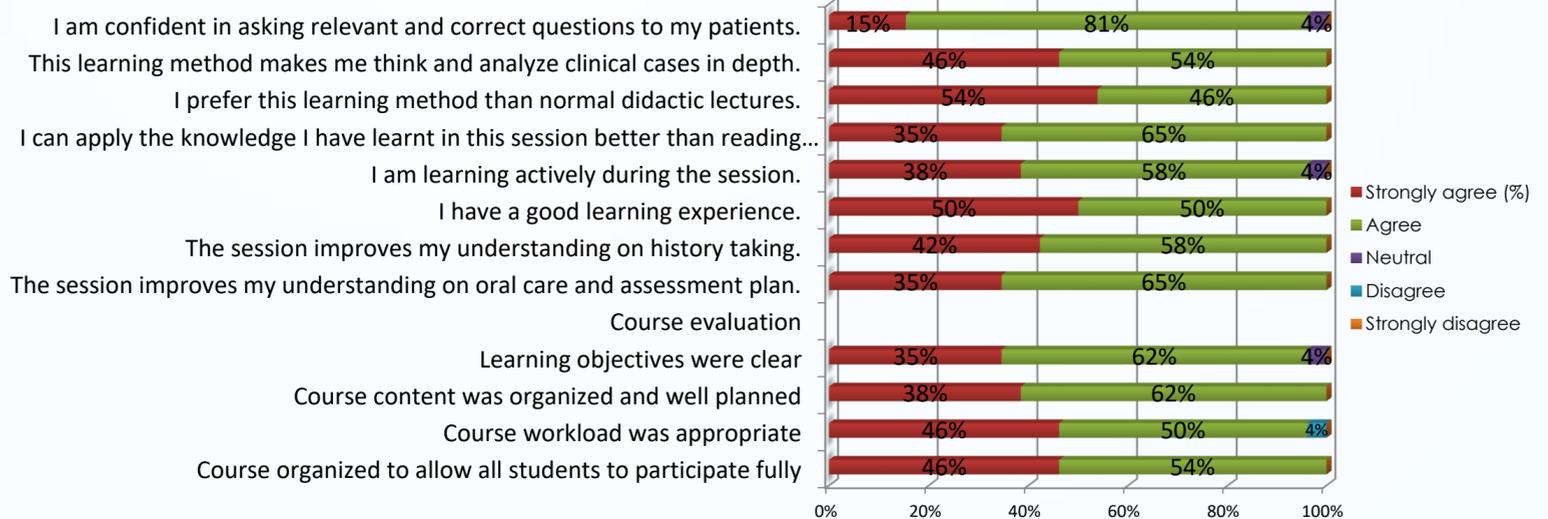
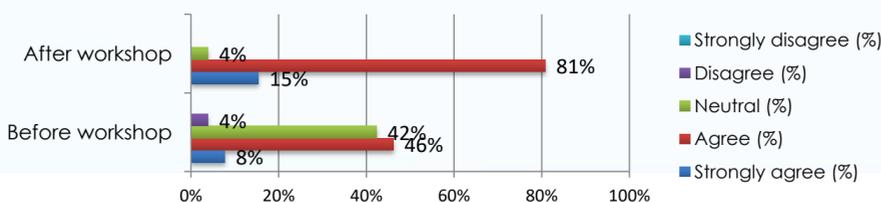


Chart 2: Statement: I am confident in asking correct questions to my patients



Conclusion

A TBL approach engaged this cohort of students in active learning by making the pre-clinical teaching session interactive and communicative. Students could give and receive feedback as well as reflect during the group discussions. Simulated clinical application cases helped to increase the pre-clinical students' confidence in patient management and can aid in their transition from the classroom into the practical setting of dental hygiene clinics.

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