

Effectiveness of Online Teaching in Covid Lockdown - Dental Students Viewpoint

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ABSTRACT

The dreadful COVID-19 has seriously affected the education system globally. New technology of learning through online has become a substitute to solve this situation partly. The present study has been done to analyse the perceptions of dental students who pursued their course through online teaching. 76 students (61 girls, 15 boys) of age 17-20 years, participated in the study. After taking informed consent, a self administered questionnaire was circulated by google forms. The results were represented graphically. Majority of the students expressed the need for a crash course revision in a traditional method. They opined that the online teaching made them difficult to understand the concepts. Many felt physically isolated and were not satisfied with the online teaching. Most of the students replied that teachers' feedback and availability helped to clarify their doubts. Only few students agreed for a blended learning approach post COVID. It can be concluded that most of the students were inclined to the traditional classroom teaching when compared to online teaching.

KEYWORDS: Online teaching, dental students, COVID-19, questionnaire

INTRODUCTION

Online learning has been in practice with the advent of new technologies in the education system. Professional education includes psychomotor skills which form the major domain to expertise the art of medicine. The traditional teaching is the basis where the student learns the skills at bedside by practice. The present COVID-19 lockdown has seriously affected the dental course. Mahmoodi et al ⁽¹⁾ describes the objectives of interactive learning in their study. The educators should match the teaching styles preferred by the students. Sucha et al ⁽²⁾ elaborates its importance in their study. This will improve the competencies and core knowledge of the students. Tan et al ⁽³⁾ defined e-learning as utilizing electronic technologies to access outside the traditional classroom teaching. The concept of blended learning was evaluated by Henzi et al ⁽⁴⁾. The time constraints in the dental education curriculum and the importance of e-

learning has been explained by Miller et al ⁽⁵⁾. The dreadful pandemic has shifted the entire teaching methodology to online teaching where both the student and the educator has to face and overcome the difficulties. Student feedback provides the best platform to amend and adapt for the teachers for the better outcome. The present study has been done to evaluate the student feedback on online teaching method which has been implemented during the COVID-19 lockdown.

MATERIALS & METHODS

After taking an informed consent, 76 dental students (61 girls, 15 boys) of age 17-20 years took part in the study. The purpose of study was explained to them and were asked to mark the appropriate responses. The results were represented graphically.

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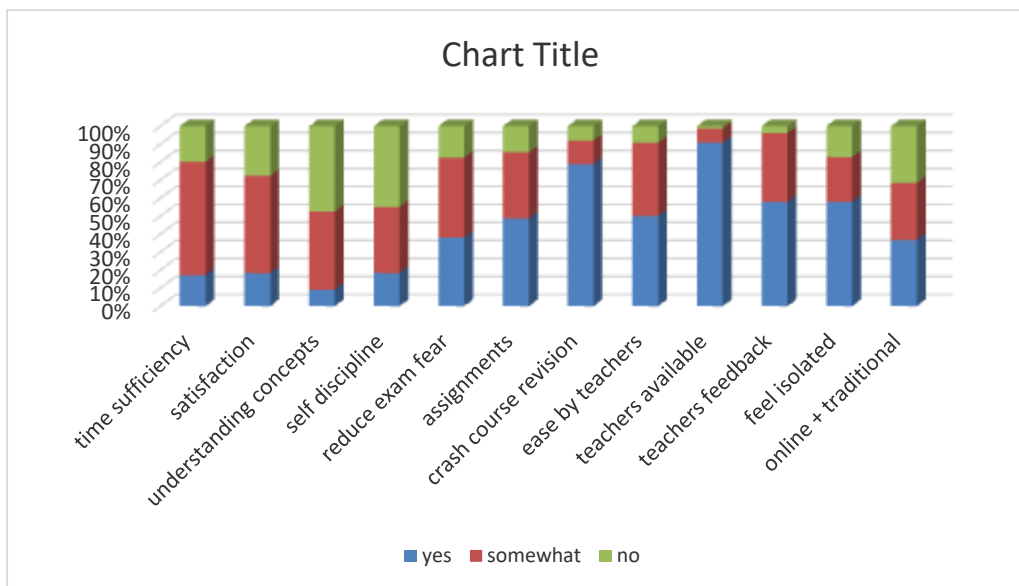
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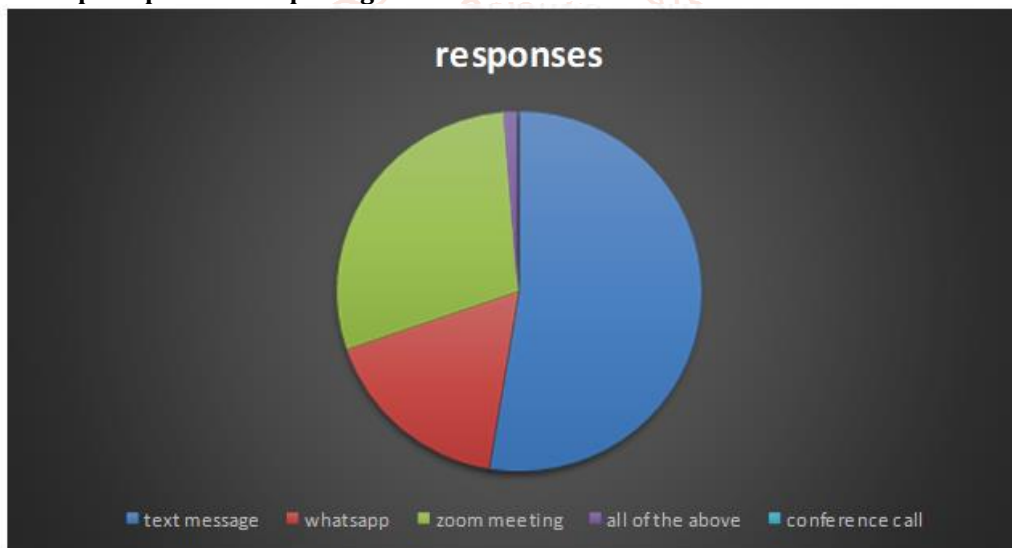
RESULTS

The following results were obtained from the study.

Graph 1: student responses to the questions



Graph 2: pie chart depicting the methods of communication with their teachers



DISCUSSION

Amidst the huge syllabus and hectic schedules for the dental students, the COVID-19 lockdown has shutdown the traditional teaching. The teaching exclusively became online where the millennium generation students had to accept and adapt accordingly. Santos et al (6) described the effectiveness of e-learning in their study. The student and faculty perceptions in blended learning was illustrated by Phillips et al (7). Though the present generation technocrat students customize themselves towards exclusive online teaching in their curriculum, their feedback provides a source for the educators to make the necessary changes to bring out effective outcome. Turkyilmaz et al (8) concludes that e-learning can be used successfully in the dental curriculum. Asiry et al (9) describes the importance of online teaching in dental curriculum from students' point of view. Pilcher et al (10) analysed that 96% dental students reported that online materials were helpful to them. Dental students of the present study expressed their inclination towards more of traditional teaching when compared to online teaching.

78.9% of students reported the need for a crash course revision, 47.4% expressed their inability in understanding concepts in online teaching. 90.8% said that the teachers were available to clear their doubts. 57.9% opined that teachers' feedback supported them and 52.6% students communicated with teachers by text message. 57.9% of students felt physically isolated during the lockdown which interrupted in focusing on the subject. Only 36.8% students agreed for a combined traditional and online teaching post COVID. The present study depicts the effectiveness of online teaching from students' perspective.

CONCLUSION

In spite of the new technologies, the dental students preferred traditional classroom teaching over online teaching in pursuing their course. They had to adjust hard for the online teaching during the COVID-19 lockdown.

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SOURCE OF FUNDING: nil.

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