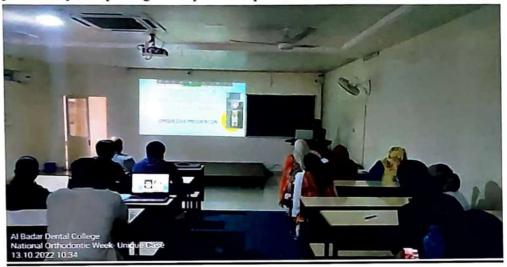


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STUDENT CENTRIC METHOD ARE USED FOR ENHANCING LEARNING EXPERIENCES BY

1. <u>Experiential learning</u>: Student learn and improve their skills after repeated practice by completing their quota / requirement of their course.



Students are learning from case presentations (Reflective observation).



Students learning the procedure of bonding and wire placement where the educator engage the student in direct experience and focused reflection to develop skills and

increase knowledge.

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TISSUE PROCESSING AND STAINING DEMONSTRATIONS





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DEMONSTRATION OF RVG



DEMO OF IMPLANT PHYSIODISPENSOR AND IMPLANT KIT



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HANDS ON FOR CBCT PLANNING



DEMOSTRATION OF DIGITAL OPG MACHINE



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Gen.Pathology

Demonstration of Specimens





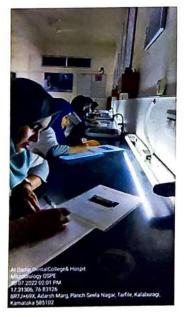
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Student are performing learning by doing to connect theory and learned knowledge in the classroom to real world situation. (Concrete experience).

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Active experimentation. Students are learning by working on patients.

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INTEGRATED/INTERDISCIPLINARY MODE OF LEARNING

(Help students to develop a meaningful connection that exits among the various department and develop skill and knowledge around common issues of various department.)

2. Inter-departmental meeting

Hosted by Department of conservative Dentistry and Endodontics

Topic: traumatic injuries in endodontic emergencies

Presented by: Dr. Snigdha Priya (2nd year PG student)

Date: 13th oct. 2022.

Timing: 3:10pm to 4:10pm

Invited department:1. Department of Pedodontics

2. Department of Preventive Dentistry

Attendance: Faculties and PGs(attendance register available in department)



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INTERDISCIPLINARY MODE OF LEARNING - Ortho-Surgery

Inter-departmental discussion on Distraction Osteagenesis.

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ORTHO -SURGERY: INTERDEPARTMENTAL DISCUSSION.



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ENDO- PHD: INTERDEPARTMENTAL MEETING





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LEARNING IN HUMANITIES

_It assists students in developing understanding the cause of the diseases, distribution of health care benefits, outcome of health care practices, and socioeconomic, demographic, cultural factors in health.



Field Visit- Water Purification Plant



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ORTHODNTIC AWARENESS CAMP





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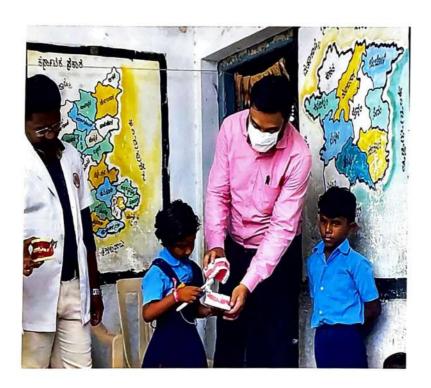


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PARTICIPATORY LEARNING

Students learn and improve their knowledge and skills by involving and participating in different activities and events like table top presentation, poster, paper presentation, debate, discussion etc



Students are learning by active participation during case discission on ppt.

Soap carving competition held for undergraduate students.



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Quiz competition for final year ug's and pg. students on the occasion of orthodontic week celebration.



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Quiz competion held on the oral hygiene day celebration.



Participatory learning – Paper presentation by postgraduate student for unique case presentation competition.



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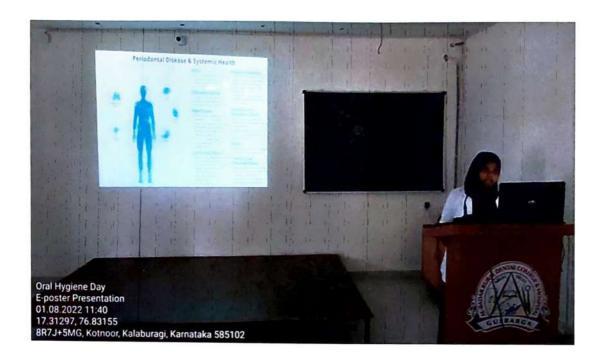
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PATIENT CENTRIC AND EVIDENCE BASED LEARNING

Students are trained to provide treatment patient-centric holistically and ethically and work on patients with latest evidence-based treatment.





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Evidence based learning (Journal club)





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PROBLEM SOLVING METHODOLOGIES

Students are trained where in a situation or issue is analyzed by clarifying, ideating developing and implementing the solution or treatment plan.

PROBLEM SOLVING METHODOLOGY BY ONE TO ONE INTERACTION



PROBLEM SOLVING METHODOLOGY - BY TAKING ADD ON COURSE



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PROJECT BASED LEARNING

It is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging project, set around challenges and problems.

(Short study, table top presentation, paper, poster and survey etc.)





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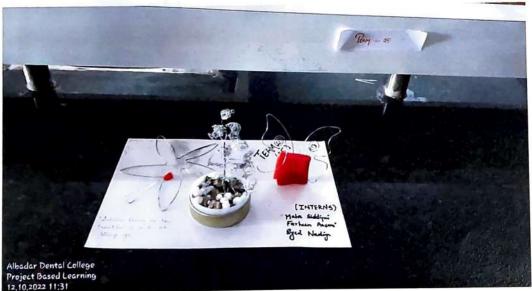
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ROLE PLAY

Provide the students real world scenarios to help student explore, experiment, investigate and develop skills.

Event: Role Play

Theme: "ORTHOONTICS BY ORTHODONTIST"

(Awareness programme on Invisalign Treatment by orthodontist).

Year: Postgraduates of orthodontics and Interns

Batch: 2021-2024 pg batch.

Date: 12/10/2022 Time: 03:00 Pm

Coordinator: Dr. Safiya Sana, Dr Asma Fatima,

Objective:

To introduce alternative method of teaching-learning method to gain knowledge by participation.

Report: In this event participating postgraduate students and interns selected a topic 'Orthodontics by Orthodontist' to enact a role play. The main aim of this role play act to create a public awareness of the negative impact of do it yourself (DIY) orthodontic care can have on both long-term dental health and self-esteem. Which is being promoted by celebrities on social media in the form of Toothsi misleading the common people. The role play was duration of 15 min. where all the students were contributed by playing different characters in the play enacted by using available props at the vicinity. The staff coordinated the whole play and concluded the event.

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SELF DIRECTED LEARNING

It instills a sense of autonomy and mastery in the learner. Encourages the students to learn more effectively and motivates further. Our college provides the students various recourses for self-directed learning.





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Students are learning from the lectures and discussion which encourages collaboration and exchange of ideas and perspectives.





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DEPARTMENT OF ORAL MEDICINE AND RADIOLOGY

STUDENTS CENTRIC METHOD OF TEACHING LEARNING

BLENDED LEARNING- FLIPPED CLASSROOM

The Department of Oral Medicine & Radiology conducted flipped classroom. A total of 10 modules were posted on Instagram and the link was shared with the students in WhatsApp group. The students were directed to learn before coming to class. The discussion was held with students in the classroom. A pre and post test was conducted.





Module 1



Module 2



Module 3



Module 4



Module 5

Module 6

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Module 7







Module 9

Module 10

Instagram link shared was

https://www.instagram.com/p/CiUbuNxurDo/?igshid=MDJmNzVkMjY%3D

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Offline discussion of the topic with students in the classroom

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EFFECT OF MMPS ON DIAGNOSTIC SKILLS

Table 3: The effect of dental students' learning styles on diagnostic skill improvement via an MMP.

Learning style	Activist	Reflective Sensing	Sensing	intuitive	Visual	Verbal	Sequential	Global
Improvement percentage	7.21	6.43	7.91	0	23	6.33	6.00	6.33
N	19	14	47	0	58	3	8	14

Those who identified themselves as moderate or strong visual learners had the greatest score change, with a 23% increase

whereas those who identified themselves as moderate or strong sequential learners had the lowest score change at 17% (not statistically significant).

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EFFECT OF MMPS ON DIAGNOSTIC SKILLS

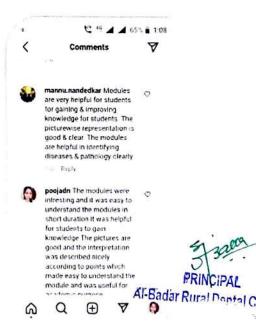
from the Felder and Silverman 'index of learning styles' The improvement questionnaire percentage was the final test score minus We sorted score changes the baseline test score. based on the learning The improvement styles of the 76 students percentages were sorted who took the learning by learning styles (if style survey. moderate or strong)

Source: Franzoni, A.L., Assar, S., Defude, B., & Rojas, J. Student Learning Styles Adaptation Method Based on Teaching Strategies and Electronic Media. In the 2008 Eighth IEEE International Conference on Advanced Learning Technologies 778e782 (2008).

DEPARTMENT OF ORAL MEDICINE AND RADIOLOGY TEACHING LEARNING FLIPPED CLASSROOM STUDENTS FEEDBACK



TESTIMONIALS OF STUDENTS



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