



Comparing Self-learning Video and Traditional Lecture in Dental Education



*W. Al-Headhal, M. Al-Hadlaq, N. Al-Shammari, F. Salama,
N. Al-Maflehi

Objectives

The purpose of this study was to evaluate the effectiveness of two self-learning methods for primary tooth stainless steel crown (SSC) preparation and restoration of second primary molar using video or lecture presentations on the knowledge gained by junior dental students

Methods

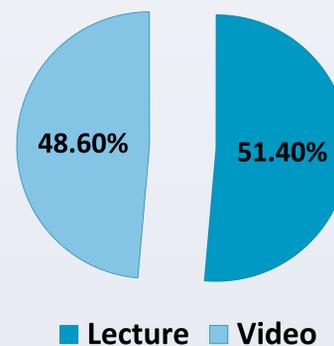
A video and PowerPoint presentations of SSC preparation and restoration were developed and evaluated for accuracy and validity. All junior dental students were randomly assigned to two groups according to the instructional strategy. Immediately after each method, students were evaluated using a questionnaire based on the materials and information presented as an outcome measure. Data analysis completed using independent t-test and chi-square test.

Results

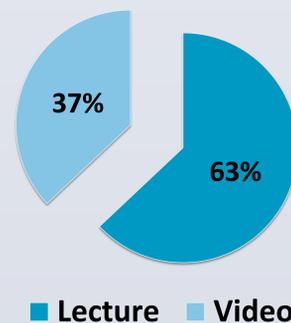
The mean \pm standard deviations of the total scores of lecture was 9.09 ± 2.114 and for video 8.50 ± 2.041 . There was no significant difference between the two methods ($P=0.35$), indicating that similar learning took place using the lecture and video. For the question: "Was this presentation helpful in teaching and improving your knowledge of SSC preparation and restoration?" the answer was yes in 51.4% of the lecture method and 48.6% video method. About 63.0% of the lecture group reported that this method was somewhat effective in teaching and increasing their knowledge of SSC preparation and restoration compared to 37.0% for the video group. Also, students would like to integrate a video in the lecture. About 56.0% of the lecture group reported that they are likely to use this method compared to 44.0% of the video group.

Results

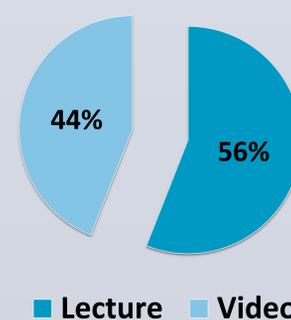
Percentage of students who think presentation was helpful



Percentage of students who think presentation was effective in increasing knowledge



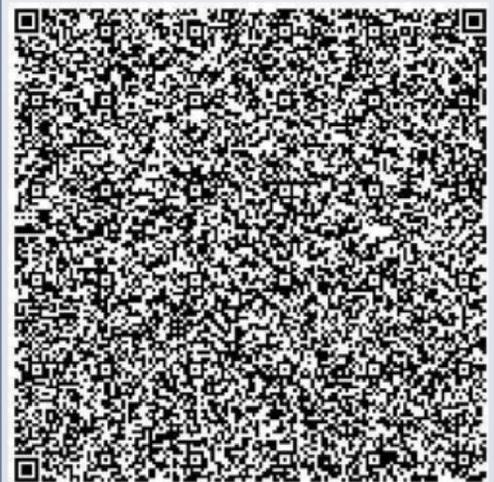
Percentage of students who will likely use each method



Conclusion

The two self-learning methods of primary tooth SSC preparation and restoration using video or PowerPoint presentations were effective in producing high total scores for the junior dental students

References



Acknowledgment

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