

Impact of Online Teaching on BDS Students

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ABSTRACT

Introduction: One goal of any teaching strategy is to help students become effective learners. Many persuasive educators have suggested that the time-honored lecture is not the most productive mode for many students to learn new material.

Aims and objectives: The main objective of the study is to find the impact of online teaching on learning outcomes of BDS students in Pakistani dental colleges.

Material and methods: This cross sectional study was conducted in Multan Medical & Dental College Multan during from June 2020 to Sep 2020. The data was collected for measuring the learning outcomes of online teaching method for BDS students. The data was collected through questionnaire which was prepared on Google form from both male and female students. This questionnaire consist of both open-ended and closed questionnaire.

Results: The data was collected from 200 dental students. The response rate were approximately 54% from both male and female students. There is no significance difference between the views of male and female students. Out of 200 participants 145 students preferred online learning, 37 for face to face learning and only 18 students preferred both online and face to face learning.

Conclusion: It is concluded that due to COVID-19 students are willing to participate in online learning system but they also face issues regarding the use of technology. Online learning is not the best way of communication especially in medical and dental studies.

Keywords: Dental Students, Online Learning, Face to Face Learning

INTRODUCTION

One of the objectives of any teaching approach is to help students become good students. Many convincing educators have indicated that this distinguished lecture is not the most effective way to learn new materials for many students. Several studies have shown that learning approaches designed to involve students successfully enhance learning outcomes. Frequent university quiz administration has been shown to sustain learners' commitment and to encourage student effort[1]. Dental education is going through changes to assist it with confronting a serious future. There is likewise proof of consistent development and changing ways to deal with electronic instructing and learning in dental education. A significant aspect of that change has been brought by the inescapable presentation and utilization of virtual learning situations VLEs'. A significant part of the dental writing on VLEs has focused on students experience towards such advancements [2].

In any case, there is as yet an absence of good proof to help elearning in the advancement of a dental educational plan with many announced difficulties and worries from instructors, students, heads and e-learning engineers [3]. Almost no is additionally thought about how dental educators experience curricular change or developments, for example, e-learning draws near, that may challenge their built up instructive perspectives. A closer thoughtfulness regarding issues of usefulness and relevant elements that may affect maintainability of these frameworks is likewise missing [4]. One of the most real challenges that dental teachers face today is to improve the

learning environment and to increase the degree of fulfillment of students with the educational plan [1]. Current students speak to a broad variety of cultures, encounters, characteristics and modes of learning. This diversity offers dental instructors a measure that meets all educational requirements, as the motivation and execution of the students increase as their learning inclinations and styles are adapted [5]. Instructors should consider compelling distinguishing methods of instruction, which will consider their demonstrable feasibility in the long run [3]. Powerful education is essential for student learning, particularly in skilled areas such as dentistry. The efficiency of teaching can be described as the degree to which the teaching operation fulfils its purpose, role and objective [6].

Aims and objectives: The main objective of the study is to find the impact of online teaching on learning outcomes of BDS students in Pakistani dental colleges.

MATERIAL AND METHODS

This cross sectional study was conducted in Multan Medical & Dental College Multan during from June 2020 to Sep 2020. The data was collected for measuring the learning outcomes of online teaching method for BDS students. The data was collected through questionnaire which was prepared on Google form from both male and female students. This questionnaire consist of both open-ended and closed questionnaire. This contain questions related to online learning during COVID-19 and after this pandemic and also analyse the impact of online teaching system to the learning outcomes of the students. The data was collected and analysed using SPSS version 19. All the

values were expressed in mean and standard deviation by using t-test.

RESULTS

The data was collected from 200 dental students. The response rate were approximately 54% from both male and female students. There is no significance difference between the views of male and female students. Out of 200 participants 145 students preferred online learning, 37 for face to face learning and only 18 students preferred both online and face to face learning.

Table 01: Learning preferences of the students during COVID-19

Preferences	N (%)
Online learning	145 (72.5%)
Face to face learning	37 (18.5%)
Both online and face to face learning	18 (18%)

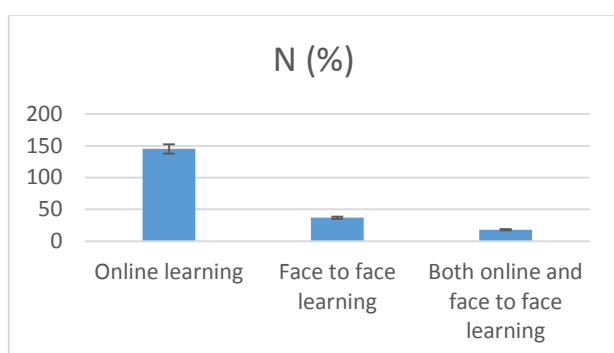


Fig 1:

According to analysis of collected data 59.0% students faced the communication challenges and 48.8% faced anxiety and stress due to the used of laptop and computers. 16.1% students have the issue of technophobia and 4.5% have other related issues also.

Table 02: Different challenges faced by the students during online learning

Challenges	N (%)
Communication	117 (59.0)
Assessment of students	116 (57.5)
Use of technology tools	113 (56.5)
Experience in online learning	111 (55.0)
Mental health, stress and anxiety	97 (48.8)
Learning curve	72 (36.5)
Time management	71 (36.0)
Students' evaluations of faculty	49 (25.1)
Technophobia	33 (16.1)
Other	8 (4.5)

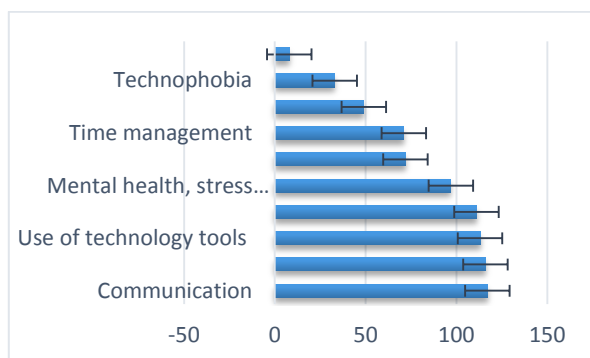


Fig. 2:

DISCUSSION

The main obstacle for online education at COM, as stated by the respondents, was communication. The staff and students found that fair and brief feedback is essential to the exchange of information to a virtual domain during a health emergency. During COVID-19, this opportunity to improve correspondence between staff and students will also improve correspondence in traditional face-to-face courses[7]. Different difficulties related to the online assessment of students, admission to computer equipment and programming and other specialized hindrances, the lack of participation in online education, pandemic stress and technology. These problems were almost the same as those observed during non-crisis progress towards online education [8]. These days, one of the regions of worry in dental education is to adjust the educational needs of students and the time imperatives of the current instructional timetable. The customary instructing technique centres around notes, electronic introductions, and presents, while the e-learning system essentially centers around procedural recordings, modules, cheat sheets, and programming applications [10]. Dental students these days are from the "millennial age" and are extremely acquainted with e-learning and online assets [10]. Notwithstanding, a couple of resources in dental schools are using web based learning apparatuses. A portion of the purposes behind workforce dithering to move their instructing style to e-learning has been related with low seen advantage, trouble in building up these online assets, recurrence of student's use, and the time needed to put resources into this cycle [11].

There are several reasons why online ventures have become a major form of advanced education separation learning. The online condition provides remarkable open doors for persons who may in some way have limited admission to education, as well as a worldview of educators who can build diverse first-class courses [12].

CONCLUSION

It is concluded that due to COVID-19 students are willing to participate in online learning system but they also face issues regarding the use of technology. Online learning is not the best way of communication especially in medical and dental studies.

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