



European Dental Schools' provision of Lifelong Learning

STEP 2: Design of an e-module for adult learners

Argyro Kavadella, Ioannis Tzoutzas, Anastasia Kossioni, Kostas Tsiklakis
Athens Dental School, Greece

Introduction

The DentCPD project (Dental Continuing Professional Development) aims at the harmonization & standardization of European Dental Schools' programs of continuing professional development for graduate dentists. The specific objectives are to:

1. produce an inventory of existing CPD programs and providers and identify best practice
2. develop guidelines for dental schools on organization and quality management of CPD programs, including methodology, innovative delivery modes and desired learning outcomes
3. develop an exemplar teaching e-module on a core CPD topic, employing modern technological tools.



The project partners are the Dental Schools of:

- Cardiff University (U.K.)
- Athens University (Greece)
- Helsinki University (Finland)
- ACTA (the Netherlands)
- Rīga Stradiņš University (Latvia), and
- ADEE - Association for Dental Education in Europe

Aims

This second part of the DentCPD project aims at designing an educational e-module on the core topic of "Sterilization and Cross-infection control in the dental practice", intended for the lifelong learning of dental practitioners.

Methodology

The team members identified four areas of relevance:

- a) the educational content
 - b) the methodology of delivery
 - c) the structure and
 - d) the design of the e-pages.
- The educational content was developed by an expert on the subject. It was divided in small sub-units, supplemented by explanatory pictures, videos, tables and self-assessment questions. Effort was made to limit the reading text to minimum
 - The methodology of delivery was based on the e-learning and the adult learning pedagogical principles
 - The structure of the content followed the methodological framework of educational material:

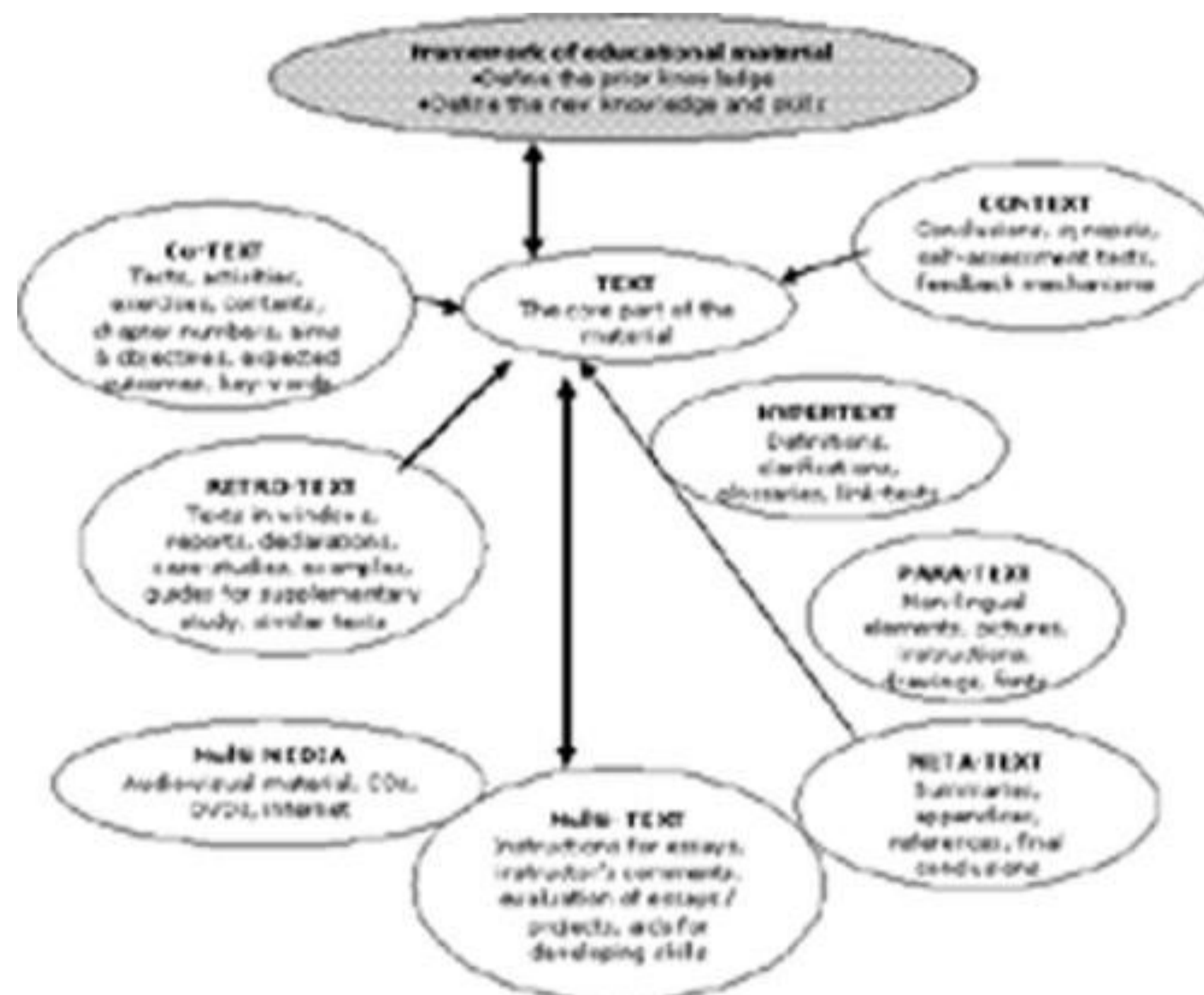
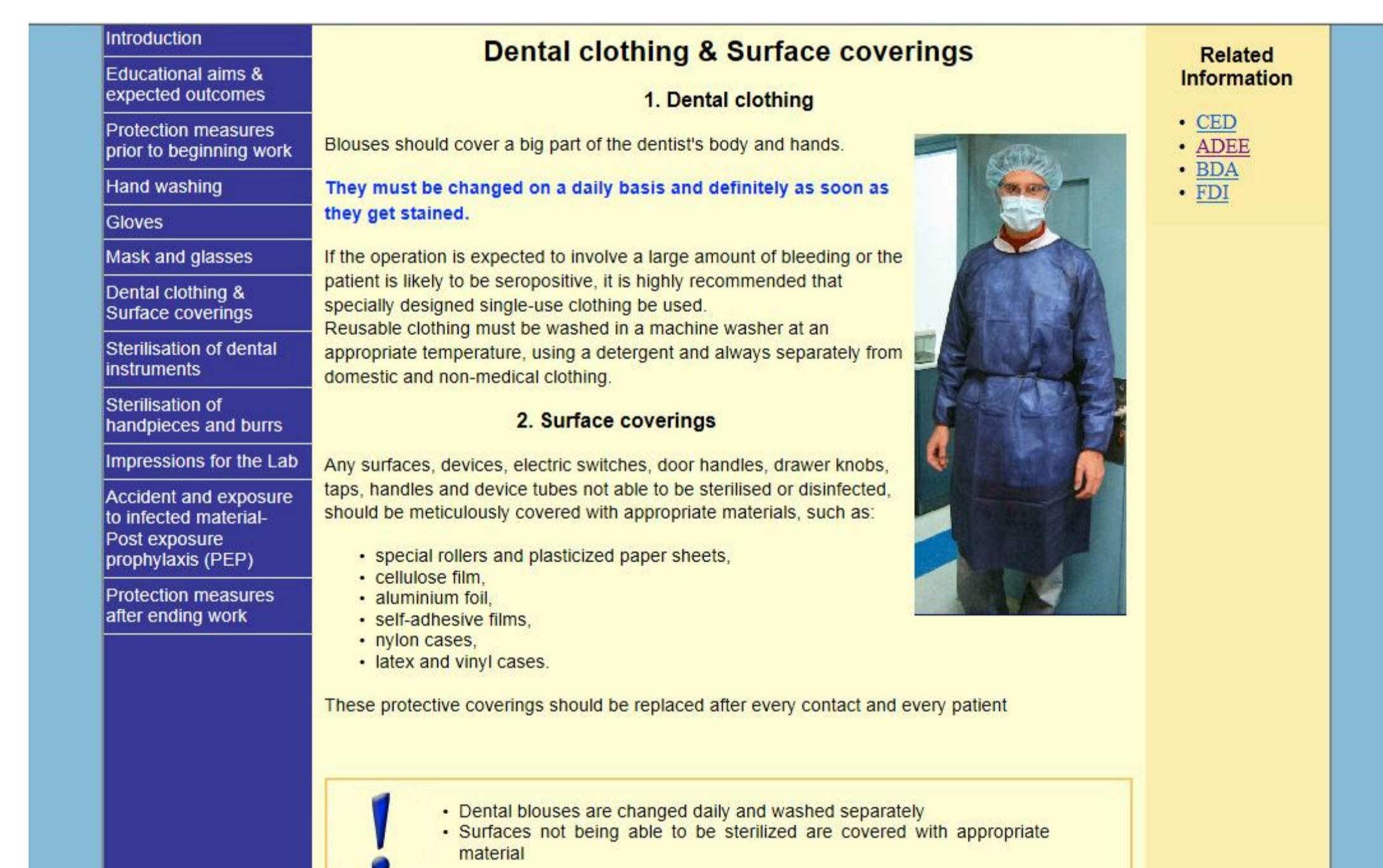
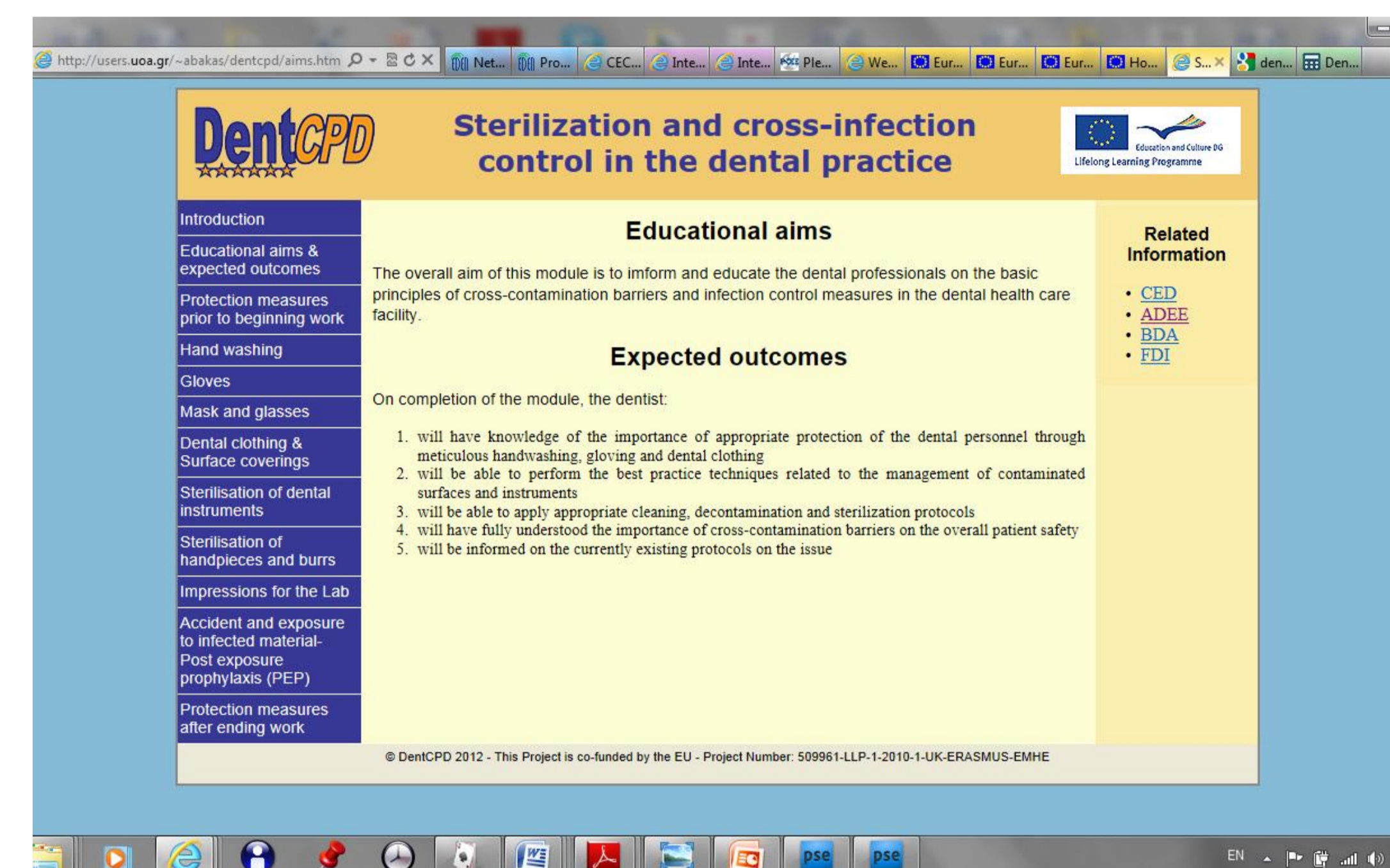


Figure 1. Methodological framework of educational material for adult distance learning

- The design of the e-page enabled the visual-perceptive learning of the reader. The text design principles (clarity, regularity, standardization, simplicity, grouping, sense of direction, lists and tables, highlighting) were followed. The pedagogical design of the e-module promoted constructive knowledge: the aims and objectives of the course and the expected outcomes were written, explanatory images and videos were provided, as well as self-assessment tests with feedback.

Results

The e-module was developed in the format of an interactive website.



Conclusions

The development of an educational e-module for dental lifelong learning requires a combination of approaches – pedagogy, design, e-learning, adult learning – in order to be educationally efficient and beneficial for the dental practitioners who will apply it to their everyday practice and their patients.

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