

Electronic classroom response for dental students in orthodontic courses

Müller M., Ratzmann A., Krey KF.

Ernst-Moritz-Arndt-Universität Greifswald, Universitätsmedizin Greifswald, Poliklinik für Kieferorthopädie, Walther-Rathenau-Straße 42, 17475 Greifswald

Mail: muellerm38@uni-greifswald.de

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Introduction

The purpose of this study was to evaluate the outcome of a small exam in terms of PINGO (Peer Instruction for very large Groups) according to the topic towards a special lecture. A cohort of dental students within an orthodontic course at the University of Greifswald was tested after every lecture with 10 questions presented with PINGO to the lectured topic.

Material/Methodes

Eleven lectures were read by orthodontic clinicians. At the end of every speech 51 dental students reviewed their knowledge about that topic by using their smartphone or tablet to cast their votes. At the end of every vote all possible answers were discussed with the auditorium by showing the results. The students had a chance asking questions and settling problems. Subsequently every student was filling out a questionnaire with appropriate or incorrect statements for evaluating the education effect of PINGO.

Results

All 51 students participated with PINGO. Most of them enjoyed this new type of interactive learning. Nearly everyone had a chance to deepen their orthodontic knowledge with this online survey. They learned more and felt better prepared for the final exam. More than two third of all students would recommend PINGO for other lectures.

Discussion

Just a small part of students listening to lectures understanding the central concepts of the topic. If they participate active with the lecture complex topics are easier to understand. To motivate students for an active participation during a lecture CRSs are one possibility. 51 students were listening to every lecture but not everyone was in possession of a smartphone or tablet. Although the others worked together in most of them PINGO had a positive outcome.

Conclusion

PINGO as part of CRS is an effective tool for the integration of students during a lecture and to present them a conclusion about the most important information during a dissertation. PINGO seems to be an important step to motivate students listening to lectures.

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Fig. 1: Students' view for answering the questions.

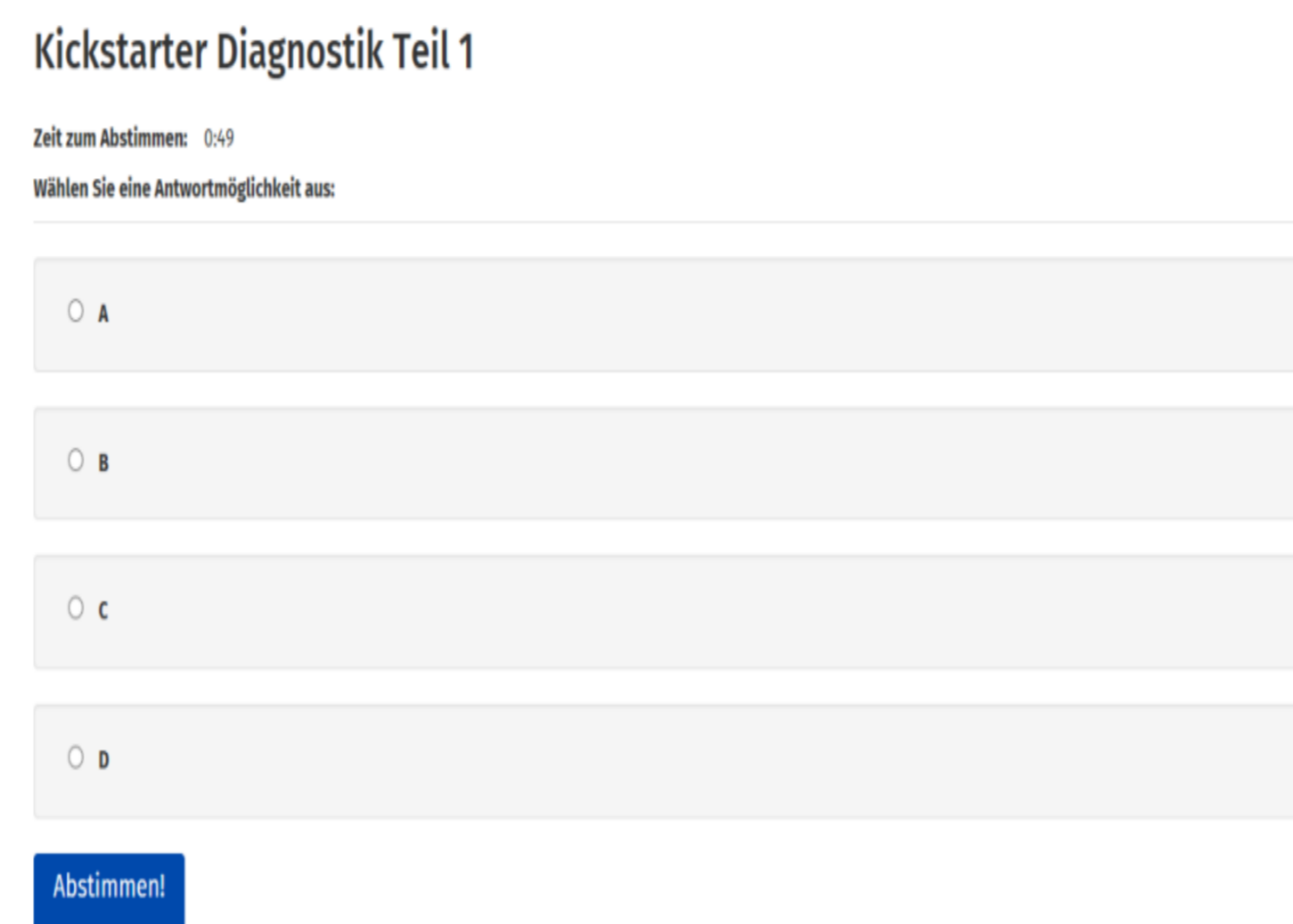


Fig. 2: Clinical case to give a diagnosis.

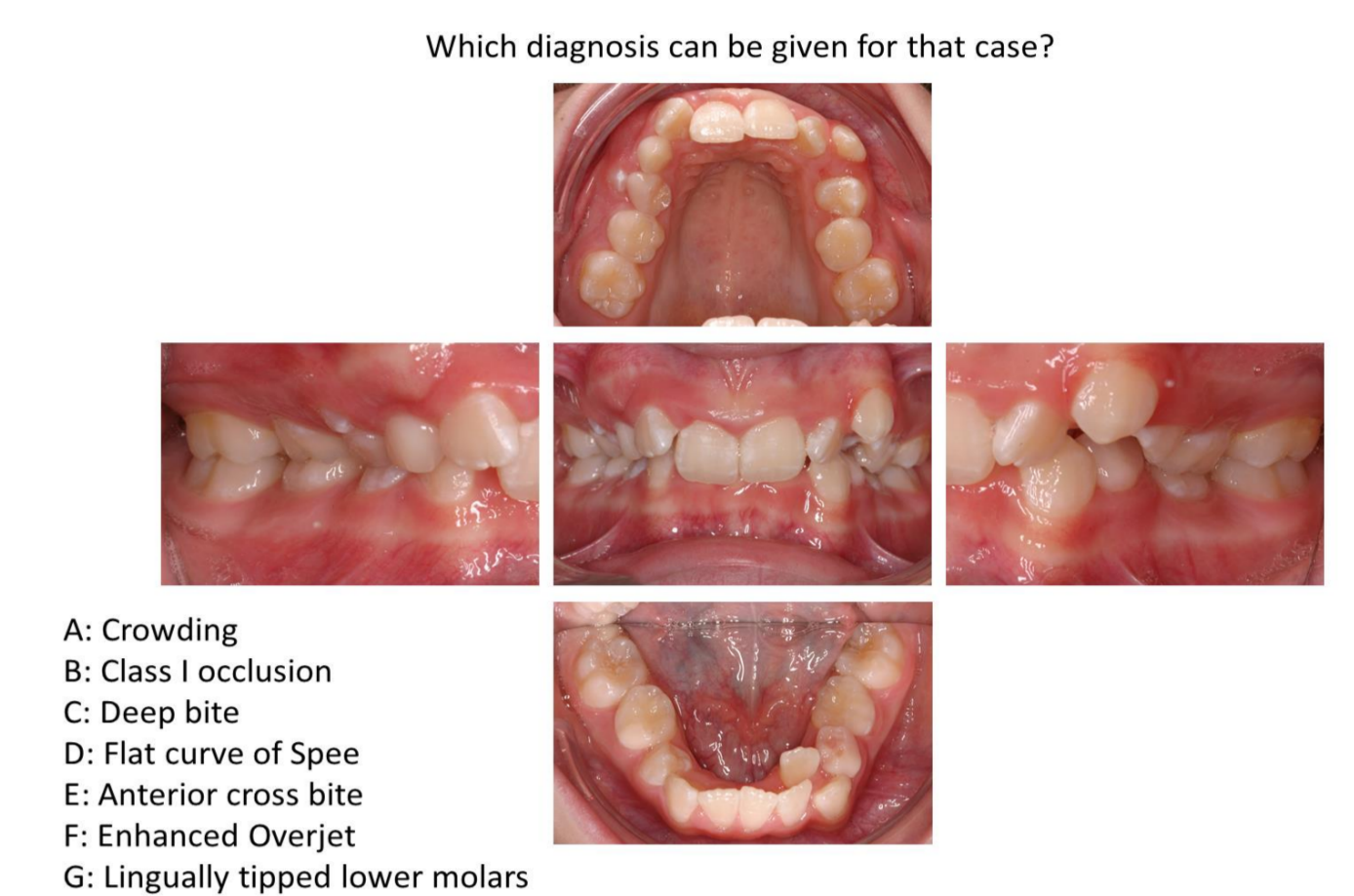


Fig. 3: Readers view after one minute vote.

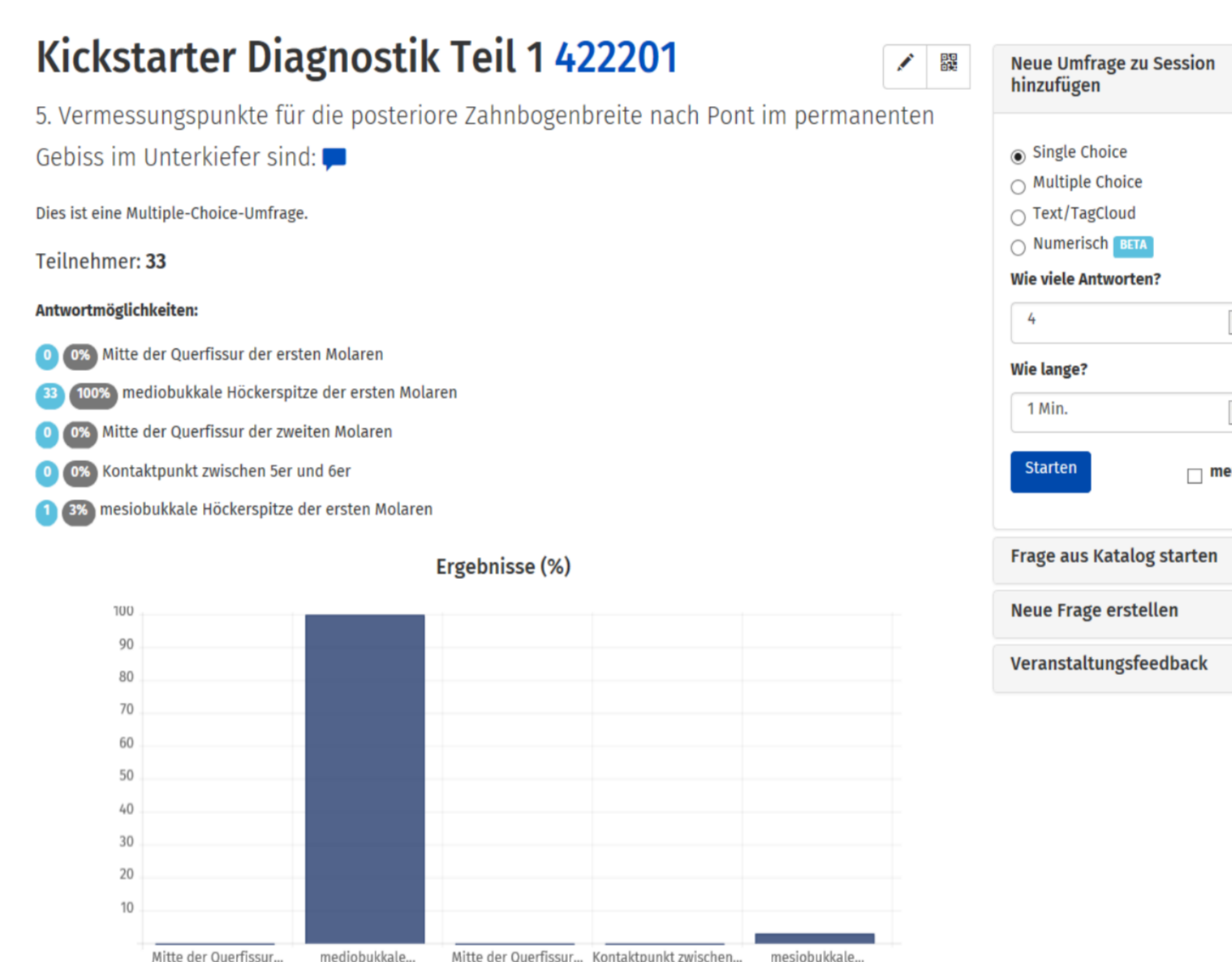


Fig. 4: Students' questionnaire for the evaluation of PINGO

Fragebogen zur Einschätzung des Lerneffekts kieferorthopädischer Themen mit PINGO

Alter: _____

Geschlecht: _____

- Ich habe an PINGO teilgenommen.
Ja eher Ja eher Nein Nein
- PINGO hat mir gefallen.
Ja eher Ja eher Nein Nein
- Durch PINGO bekam ich die Möglichkeit das in der Vorlesung vermittelte Wissen zu vertiefen und Unklarheiten zu klären.
Ja eher Ja eher Nein Nein
- Ich hatte ausreichend Zeit zur Beantwortung der Fragen.
Ja eher Ja eher Nein Nein
- Durch PINGO hatte ich das Gefühl aktiv an der Vorlesung teilgenommen zu haben.
Ja eher Ja eher Nein Nein
- Durch PINGO traute ich mich eher Fragen zu stellen, die mir während der Vorlesung gekommen sind.
Ja eher Ja eher Nein Nein
- Durch PINGO konnte ich mehr lernen als ohne PINGO.
Ja eher Ja eher Nein Nein
- PINGO hat mich gut auf die Klausur vorbereitet.
Ja eher Ja eher Nein Nein
- Ich würde mir PINGO auch für andere Vorlesungen wünschen.
Ja eher Ja eher Nein Nein
- Ich hatte Probleme im Umgang mit PINGO.
Ja eher Ja eher Nein Nein

Fig. 5: Histograms for students' answers in relation to the questionnaire.

