

ROUNDTABLE DISCUSSIONS – WORKGROUPS

1. Global curriculum challenges and solutions (Fig1)

Chair: Mark Woolford

Rapporteur: Andrew Stevenson

Objectives:

1. Identify common curricular challenges across the countries represented (Germany, Italy, Malta, Netherlands, Norway, Romania, Spain, UK, USA)
2. Discuss how a curricular template or matrix, based on pedagogical requirements, may enable local curriculum decision making
3. Consider ways forwards



Figure 1 Roundtable 1

2. Social media, students and technology (Fig 2)

Chair: Dieter Schonwetter

Rapporteur: Alison Taylor

Objectives:

1. Discuss how social media is currently used by students
2. Consider the educational uses of social media for students
3. Identify the social media programmes available and options for a global forum solution for education



Figure 2 Roundtable 2

3. Innovative educational research opportunities (Fig 3)

Chair: Ken Eaton

Rapporteur: Christine Brayshaw

Objectives:

1. Identify priority areas for future research into innovative education eg haptics, UDETE, 3D worlds etc.
2. Consider which research funding bodies could be targeted in the current economic climate
3. Review the potential impact of newer dissemination methods eg online journals, virtual meetings



Figure 3 Roundtable 3

Special Honour

Professor Nairn Wilson, Dean of the King's College London Dental Institute was honoured by the University of Brescia with the conferment of the title of *Cultore Della Materia delle discipline Odontostomatologiche* – the equivalent of Visiting Professor



Figure 4 Special Honour for Nairn Wilson

Professor Wilson is seen holding his University of Brescia certificate, together with (right) Professor Pier Luigi Sapelli, Director of the Dental Clinic, University of Brescia and (left) Professor Corrado Paganelli, Dean of the Dental School, University of Brescia.

Report Summaries of the Roundtable Groups

Round table 1: Global curriculum challenges and solutions

Objectives:

1. Identify common curricular challenges across the countries represented (Germany, Italy, Malta, Netherlands, Norway, Romania, Spain, UK, USA)

2. Discuss how a curricular template or matrix, based on pedagogical requirements, may enable local curriculum decision making

3. Consider ways forwards

1. Curricular challenges. The following issues emerged

a. Staff issues – any curriculum is only as good as the people delivering it.

- Shortage and retainment of qualified teachers
- Lack of expertise/interest in e-learning
- Prevalence of part-time teachers... leading to...
- Communication and coordination problems
- Teacher development – how to upskill faculty – esp. part-timers
- Tension between teaching responsibilities and research

b. Student issues

- In UK, cost of education (will be £9K/yr at King's) – leading to greater expectations
- Coping with students dispersed across multiple centres
- Giving students sufficient access to clinical material

c. Regulatory issues

- Relating curriculum structure to requirements of external statutory bodies – eg UK's General Dental Council (GDC)
- Coping with multiple demands – of national body, university, and local community expectations.
- (In E Europe) migrating from stomatological model of dental education to odontological – from a 5+3 year approach to a single 6-year curriculum

2. Curriculum mapping. ATS had designed a prototype curriculum mapping tool, designed

to aid the process of identifying curriculum components, and relating these to the particular teaching/learning modalities to be used for each. This tool had been further developed by Tier2 Consulting, who had given a brief presentation of its characteristics.

The round table discussed whether such a tool would be useful in developing curricula, and in explaining and justifying them to external stakeholders such as the GDC.

In the UK, MW felt that there was a need for something that would aid the process of demonstrating to the GDC a curriculum's compliance with the latter's required Outcomes. AH believed that a mapping tool would be useful in explaining the curriculum internally – to university colleagues.

Discussion of the importance of assessment – both for students, who in the UK are demanding more and better feedback on progress, and for the GDC, who need to be convinced that mechanisms exist for testing students' competence in curriculum elements – showed a role for the mapping tool in systematising the collection and presentation of data about testing activities.

There was general agreement that the curriculum mapping approach was worth researching further. The rapporteur and Tier2 Consulting would talk to some individual potential users to try to create a more detailed specification.

3. Ways forward. Key actions to address the issues identified in (1) above:

a. Many of the issues would be helped by better communication – between staff, horizontally and vertically; with students; with other stakeholders.

b. Effort should be devoted to benchmarking curricula against internationally accepted standards. The GDC outcomes and the European competences would seem to be good starting points.

c. There is still a lot of 'reinventing of the wheel' across dental faculties: we should be doing more to share ideas and material.

d. As mentioned in (2) above, we should continue to work on the curriculum mapping tool.

Group 2 – Social Media, Students and Technology

This group included a Skype video-link to the President of the EDSA, Maja Sabalic in Zagreb, Croatia; a Vocational Trainee in UK, David Adey-Viscuso, and the founder of Den-

tal Companion www.dentalcompanion.co.uk, Dharmesh Chauhan.

Objectives:

1. Discuss how social media is currently used by students
2. Consider the educational uses of social media for students
3. Identify the social media programmes available and options for a global forum solution for education

1: How is social media currently used by students?

Different social media platforms were identified: Facebook, Twitter, Skype, Bebo, Delicious, YouTube, RSS, iTunesU, MySpace, LinkedIn, ELGG

The group's experience was that social media was used by students mainly in their personal life. Facebook was thought to be the most widely used social media platform by students, although there was a possible social divide between the use of Facebook and MySpace in the USA. Some of the benefits of social media, both generally and in the student context, were identified:

- Provides a medium for exchange of ideas, both locally and globally
- Provides structure
- Provides a 'safety net', meaning students do not feel alone. Bond between students, helping them to integrate
- Provides an ongoing support network beyond the student's life at University, after graduation
- An easy way to communicate with a large number of people – better than email

Some examples of social media in an educational context were identified:

- In Zagreb Dental School, Facebook and Twitter are used as a communication tool to advertise events and promote student surveys. A better response to these communications is received when promotion is done through Facebook over email.
- At the University of Brighton, the ELGG platform has been set up for medical students to communicate and have a profile.
- Students have used Facebook to promote demonstrations, and found that an event posted on Facebook will draw participants in quickly.

2: Consider the educational uses of social media for students.

The group raised some important points about some of the possible negative aspects of social media for education:

- Students have been known to release information about examinations on social media sites

- The word 'social' creates a barrier for academic staff, as they do not want to use platforms socially

- Academic staff can feel apprehensive about signing up for educational groups using their own social media accounts, as personal information could be shared with students

- There were issues identified surrounding accountability when using social media for education. As the social media sites are not hosted by the educational institution, and students often sign up using their personal email addresses rather than their college address, legally the college has no responsibility for actions which occur in the site, for example interventions cannot be made into bullying cases.

- The group were of the opinion that often students were not fully aware of the openness of social media sites, and the fact that information posted would be there potentially forever. This could have consequences for job-hunting, as increasingly employers are looking at social media sites to check on potential new recruits. It was thought that some kind of training into these issues would be beneficial, and that students themselves might be involved in producing the content for such a training module.

- Academic staff could be at risk of being inundated with communications from students if they opened themselves up to Twitter/Facebook etc.

It was noted that in implementing any kind of social media platform into education, there would need to be a demand for it from students, so that the institution could be sure that there was a need for the service that was being implemented. Social media should not be implemented for the sake of it.

The point was made that tools such as Twitter could improve the accessibility of academic staff. A member of the group gave an example from her own experience where she contributed to a Twitter feed, and ended up in conversation with a politician. This was interesting as it highlighted that via a tool such as Twitter, a person can become more accessible.

The group discussed the tool in Facebook called Facebook Groups, whereby a Facebook area can be set up and access limited to certain members. Although there were some

drawbacks to this, including the fact that being part of a Facebook group allows other members of the group to see your Facebook profile, it was generally thought that this use of Facebook could be beneficial to education, allowing discussions and sharing of ideas to take place in a more secure environment.

The group liked the idea of RSS feeds to immediately push out information to students, whilst allowing the student the freedom to sign up for the feed to receive the information immediately, or log into a website as and when they wanted to read the information.

According to the group's discussions, the main uses for social media in education would be:

- To push out timely information to students
- For communication/collaboration
- During induction phases to help new students feel they have a bond with others

3: Identify the social media programmes available and options for a global forum solution for education

During the discussion, many social media programmes were identified:

Facebook, Twitter, Skype, Bebo, Delicious, YouTube, RSS, iTunesU, MySpace, LinkedIn, ELGG

It was thought that ELGG could be used successfully in education as it is an open platform, available for any organisation to use and customise. ELGG has been successfully implemented in some Higher Education institutions already, and provides the functionality of Facebook, whilst being able to be secure within an Institution. It was also thought that students may not want their own social spaces (for example Facebook) to be 'invaded' by their studies, as they would prefer to keep the two separate. An ELGG site would also allow an institution to be responsible for the management/security of the social media platform, making many of the legal considerations easier to manage.

Group 3: Innovative Educational Research Opportunities

Objectives

1. Identify priority areas for future research into innovative education e.g. Haptics, UDENTE, 3D worlds etc
2. Consider which research funding bodies could be targeted in the current economic climate.
3. Review the potential impact of newer dissemination methods e.g. online journals, virtual meetings.

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1. Identify priority areas for future research into innovative education e.g. haptics, uDENTE, 3d worlds etc

- The group thought that further development of what is already happening should continue.

- Investigate effective integration at Russell group universities.

- Student/Staff acceptance-How and why do they differ? Have flexible tools so that teachers can adapt the tools to their individual needs e.g. UDENTE radiographs.

- VLE2 How effective is the use of VLE2 in case conferences and learning through group interaction? VLE2 is not just using the tool but also its application and development.

- Long term impact of HapTEL etc on patient care.

- Interface between formal and informal teaching of IT literacy.

- How does the physical experience influence the uptake of knowledge?

- Research issues for post-graduate education and CPD.

- UDENTE, HapTEL and other projects make good commercial sense. We must communicate this to the greater world e.g. press releases and development of established reporters e.g. T.V., radio, media and broadsheets

- Do not be led by technology but be aware of its presence.

2. Consider which research funding bodies could be targeted in the current economic climate.

The group agreed that the same existing companies/organisations should be approached together with new companies/bodies e.g. manufacturing equipment companies, pharmaceutical companies, healthcare bodies, engineering companies, I.T. companies, research organisations, European and international organisations and publishers.

It was thought that finances could be raised by approaching certain companies e.g. biomaterial companies and selling them a service.

The building of a very good personal relationship with a potential funder is imperative and time should be spent giving a clear explanation of the proposed work/project. Much time may need to be spent establishing and developing good links and talking with potential funders. It is helpful if previous examples of projects can be demonstrated to show that

the work can be delivered on time and also that there will be a return on investment. The demonstration of skills is imperative and also a good track record is most beneficial. The written application or extended proposal must be written in plain language and also follow the guidelines that the funding body adheres to. The funding request must also keep within the suggested budget of the prospective financial supporter. It is important that the proposal meets their agenda and the application gets to the short list and then beyond.

3. Review the potential impact of newer dissemination methods e.g. online journals, virtual meetings.

The whole group were in agreement that this is the way forward.

The BMC (Bio Med Central) publication methods were discussed. These allow for papers, which are still peer reviewed, to be

published on line for a fee of approx EU 700-1000. The author retains the copyright and the article would most likely be published on line within 3 months of submission. It gives the advantage that any necessary updates in the future can be easily made.

It was suggested that a workshop involving the publishers could take place at IADR (International Association of Dental Research). Cristina Manzanares informed us all about the new publication she was initiating at the University of Barcelona and hence the Actae are included herein with our appreciation.

With acknowledgement and appreciation of all the speakers and participants and thanks to our hosts, the University of Brescia.

Patricia A Reynolds, Director of Flexible Learning in Dentistry, King's College London



Figure 5 Group photo of participants at 2011 International Innovations in Dental Education Colloquium