

Post Graduate Hybrid Teaching & Learning Plan (2020-2021)

Faculty of Dentistry plans to shift to Hybrid learning during the academic year 2020-2021

This plan is developmental and any changes can be made according to the decisions of:

- 1- Egyptian Ministry of Higher Education**
- 2- British University in Egypt Senate**
- 3- British University in Egypt Faculty of Dentistry Council**

The Plan will cover the following items

- 1- Teaching & learning process**
- 2- Practical work**
- 3- Oral Exam**
- 4- Final Exam**
- 5- Mark Entry**
- 6- Research and Postgraduate Committee**
- 7- Students and Staff Awareness of COVID 19**
- 8- Follow- up and Reporting**
- 9- Evaluation of the Hybrid Teaching Process**

1- TEACHING & -LEARNING PROCESS

Faculty of Dentistry plans to shift to Hybrid learning for the academic year 2020-2021

The teaching process is composed of

60% -70% face to face teaching

30- 40% virtual teaching

LECTURES:

Work Groups

- Most lectures will be given by means of interactive platform through the supplied University facilities.
- The Major specialty of the postgraduate program subject lecture will be taught on campus

Work Schedule

- Lectures will be organized by a fixed schedule

Teaching process

The curricula will be arranged to be taught through a mix of synchronous and asynchronous instruction

a- Synchronous Instruction

Replicates live, traditional coursework as closely as an online class can.

The following tools are just some of those that support real-time communication:

- Streaming video platforms
- Live chats, individually or course-wide
- Web conferencing tools
- Telephone availability
- Virtual office hours

b- Asynchronous Instruction

Allow students to view lectures, access materials, and collaborate with teachers and peers on their own schedule.

Lectures might be pre-recorded or presented on a program like Microsoft PowerPoint, perhaps with instructor voice-over.

These delivery methods allow students to review and re-review lessons as necessary.

Delivery methods could include the following:

- Downloadable pre-recorded lectures
- Microsoft PowerPoint presentations with or without voice-over
- Forums and discussion boards
- Email communication
- Google Drive and similar collaborative tools
- Tools for off-hour support, like virtual tutoring centers and virtual resource centers.

The following strategies and techniques will be followed in the modules

a- Spacing

Spreading out learning opportunities over

Creating a schedule and sticking to it is especially important in distance courses, where students are often required to move through more of the work at their own pace.

b- Interleaving

Basically means jumbling up ideas. Students learn more when they can switch between different topics. Doing this helps students learn the similarities and differences between different ideas.

This typically leads to more mistakes during practice, but in the long-run, the students retain their knowledge much longer.

c- Retrieval practice

Involves bringing information to mind from memory. This happens when students take practice tests or quizzes, but it can be done in other ways too. For example, students can just write out what they can remember on a blank sheet of paper, or even draw ideas. The key is that they should bring the information to mind from memory.

d- Concrete examples

Easier to remember than abstract information, and so concrete examples foster learning. Importantly, research shows that multiple examples of the same idea, especially with different surface details, helps students understand the true idea the example is intending to illustrate. This is because novices tend to remember surface details. Multiple concrete examples can be used in lecture videos.

Instructors can even make short videos explaining additional concepts to be released to the students after the primary lecture (producing additional spacing).

e- Elaboration

Involves asking “how” and “why” questions about a specific topic, and then trying to find the answers to those questions. The act of trying to describe and explain how and why things work helps students understand and learn.

This strategy can be assigned alone or for pairs of students. In a distance situation, students can utilize elaboration in online discussion boards or in virtual groups via video chat.

Provide the students with prompting questions and ask the students to work through the answers to those questions together.

f- Dual coding

Is all about combining verbal representations of information (words) with visual representations of information (pictures/diagrams).

When we combine these, it is easier for us to understand the information being presented.

Importantly, make sure the students have enough time to digest both representations.

g- Classroom Flipping

In a “traditional” classroom, a lesson is presented during class time and learners may be given a “homework” assignment to ensure that they’re comprehending the subject matter. In a flipped classroom, on the other hand, they are actually encouraged to prepare for lessons prior to class. This may involve taking the time to read course material or even complete relevant assignments. From there, class time is used to further discuss the lesson, share ideas and allow students to interact in a dynamic learning environment.

This method allows creation a more diversified learning environment and foster a deeper understanding of the subject matter being discussed.

h- Mind Mapping

Mind mapping is probably one of the best online teaching techniques to implement for the visual learners within your group. A mind map is a diagram of related ideas and concepts that can be used as an aid for studying, a way of organizing information or even a springboard for a writing assignment.

The benefits for learners is that it’s quick, easy and allows them to “dive right in” the ideas around a central concept and connecting the dots to reach the central idea.

Mind mapping is ideal for:

- making connections between ideas/concepts
- planning out projects or written assignments
- better understanding the learning material

i- Self-learning

Promoting self-learning in a controlled environment. You encourage students to explore certain subject matter and decide what aspects are most important or relevant to their own interests.

From there, have them explore their own areas of interest while still controlling the overall setting for learning.

Self-learning is a great way to get learners truly invested in the subject matter in ways that apply to real-life situations.

j- Instructional Design

Is a teaching technique that refers to designing your classroom around your learners' unique backgrounds and your ultimate goals (or what you want your students to take away from the course). It involves taking the time to get a better understanding of your learners. What is their current understanding of the subject matter? What are their different learning styles? You might consider sending out a survey prior to the start of the course to get a better idea of their background. From there, you must design and implement a course that is tailored with this information in mind and that ultimately works towards achieving your desired goals and outcomes.

k- Adaptive Learning

Involves utilizing computers and other technologies as viable teaching devices. For some students, learning a particular subject by watching a video may be most effective. Others may learn better through

participating in online discussion forums. Ultimately, it's up to you to transform each student from a passive receptor of information into a willing and active participant in your online classroom. This may mean providing different mediums (video, text, visuals, etc.) for introducing each new lesson or concept.

l- Lecture

Lecture is perhaps the most prevalent instructional strategy used in higher education—on campus and online. Just as they would in a classroom, many online professors use lectures to transmit information, promote comprehension, and spark students' interests. Learning management systems (LMSes) typically allow instructors to record lectures, deliver them live, or both.

m- Discussion

Whether used in conjunction with lectures or as a separate learning exercise, class discussion supports learning and actively engages online students in the learning process.

Learners have an opportunity to ask questions and communicate their ideas while practicing analytical and cognitive skills.

In synchronous courses, professors pose questions and discuss course material using real-time chats and web-conferencing tools. Students enrolled in asynchronous classes tend to communicate with peers and instructors using discussion boards, Web forums, and social media tools.

n-Demonstrations

Teaching by showing is just as prevalent in online courses as traditional ones. Demonstrations are a mainstay when it comes to conveying

certain concepts and processes. They are also among the instructional methods enhanced by the virtual learning environment.

Online instructors can frequently upload recorded video demonstrations to the learning management system regardless of whether they delivered them synchronously or asynchronously. Students can review these clips as often as necessary to master the lesson.

o- Simulations

Simulations delivered in a realistic digital environment allow online students to test practical skills and knowledge remotely.

Professors can also search open source educational resources (OERs)

p- Games

Like simulations, games let online students gain practical experience in an accessible digital environment. They can also increase student participation as learners may find them more engaging and less stressful than simulations. Game-building applications can be used.

Online instructors can use leaderboards and other motivating tools to introduce friendly competition and, in turn, motivate students to master whatever skills and concepts the game is meant to convey.

q- Case Studies

- Case studies are another instructional method that places students in an active learning role while promoting research, problem-solving, and high-level cognitive skills. When used in a collaborative way, these exercises present another opportunity for online students to connect and learn from one another.

- Case studies work well in online courses and do not require much preparation. Instructors can search OER sites and databases to find case studies prepared by other online professors.

u- Problem-Based Learning Projects

Problem-based learning (PBL) encourages students to practice many of the same skills as case studies while actively solving problems. Projects are usually collaborative in nature: teams of online students can use collaborative document programs like Google Drive to manage their work and share information. Small group chats and forums can also become a sounding board for theories and discussion.

r- Guided Design

Is an inquiry-based instructional method that encourages online students to familiarize themselves with resources available in their local communities.

Learners are tasked with solving open-ended problems. Unlike most PBL projects, this technique requires students to complete some work outside of class. Guided design emphasizes independent research making it ideal for teaching students in self-directed online degree programs.

PRACTICAL WORK:

Work Groups

- Students will attend and work their clinical requirements on campus on designated hours stated in a fixed schedule

Work Schedule

- All practical work will be carried in the laboratories, simulators or clinics on campus

Teaching process

- The following strategies will be followed in each department
 - On campus
 - a-practical and clinical sections
 - b- Working on extracted teeth and dummy head in case of patient scarce
 - Off campus alternative methods would include
 - Virtual methods of demonstrations either prerecorded, interactive or live demo.

E-LEARNING SITE:

As for lectures

- All teaching assisting materials will be uploaded on the e learning for all modules at the end of each week starting week one of the semester. This will be revised every week by the IT coordinator of Faculty of Dentistry and by the Vice Dean for research and postgraduate studies.

As for quizzes

- Any online quiz will be performed through the University's E-learning site and other provided technological facilities

As for assignments

- Assignments will be submitted by students through a time frame decided by the module leader on the university's E-learning site

2- PRACTICAL WORK

- Clinical and practical work in the clinics, labs or simulators will be carried out in small groups. All safety measures will be taken following the manual made by Infection Control unit in Faculty of Dentistry for hospital re-opening.
- Students will have to follow the manual and protocol made by the infection control unit for student's health and safety on campus.
- Practical work during the year will cover the module ILOs

- All students' practical and clinical work in all programs will be documented on weekly basis in either log book, requirement sheets or any method approved by the department.
- Practical work assessments covering the ILOS of the module will be carried out during the academic year either on campus or off campus
- Practical Work will be assessed by one of the following forms

- On Campus

a- A practical exam will be decided either clinical or in laboratories and simulators

b- OSCE exams

An objective structured clinical examination (OSCE) is a modern type of examination often used in health sciences. It is designed to test clinical skill performance and competence in a range of skills. It is a practical, real-world approach to learning and assessment.

- Off campus

a- OSCE exams

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b- Assignments

Can be done as an off campus engagement of students and can be guided using small groups as a group activity with the teaching assistants.

Students will be asked to use the resources and data bases of the university which is accessible for them on campus and off campus e.g. digital library and web journals.

This will enhance their research skills and copy right understanding and usage of plagiarism which is important for their further academic career and integrity.

c- Presentations on interactive platform

Students can be asked to prepare a rehearsed presentation where they share with their colleagues through the interactive platforms. This will provide them with the self-confidence and motivation and potentiate their public speaking ability that they need for their career as a dentist.

d- Recorded presentations

Students can be asked to research , prepare and record a presentation about a topic from the curriculum this can be done on individual basis or as a group activity guided by the teaching assistants.

e- Case presentations

for subjects that incorporate working on cases in the clinic (as in year 4, and final year).

Students can be asked to document radiographically and photographically and even in a video form a presentation of a finished case through the semester and assessed for their work

3- ORAL EXAM

For the subjects that have an oral exam as part of the assessment

Can be in the form of

- On campus

A face to face exam can be arranged either in a form of: discussion with the student

VIVA card questions

flash card questions

- Off campus
- a- Interactive platform exam where every student is asked a question by the panel in separate group rooms
- b- OSCE exams

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4- FINAL EXAM

- Will be carried out in either
 - a- On campus in small groups in each lecture hall following the health and safety measurements made by Infection Control Unit for staff and students during the examination period.
 - b- Off campus if the Ministry of Higher Education issues a decision or the University board issues a decision

- Questions of various difficulties should be utilized

- Forms of questions that may be incorporated would be:

- a- Multiple Choice questions

A multiple-choice question (MCQ) is composed of two parts: a stem that identifies the question or problem, and a set of alternatives or possible answers that contain a key that is the best answer to the question, and a number of distractors that are plausible but incorrect answers to the question.

- b- Matching type questions

With matching questions, students pair items in one column to items in another column. The number of items in each column doesn't

have to be equal because you can reuse answers and add unmatched answer choices

c- Extended Learning Questions

This question style is similar to a multiple answer question in that it allows more than one option to be chosen. Where it differs is that it presents a long list of options. This question is considered to be a way of replacing a traditional short answer question where the student would be required to list all the appropriate answers.

d- True and False

Consists of a statement that requires a true or false response. Effective true or false eLearning questions are factual based, rather than opinion-oriented, and are designed to quickly and efficiently test learner knowledge about a particular idea or concept

e- Computational

Problem and computational questions require you to perform some calculations to provide the answer. Sometimes you may be required to use multiple calculations to arrive at an answer.

f- Fill in the blank from the given list

A Fill in the Blank question consists of a phrase, sentence, or paragraph with a blank space where a student provides the missing word or words. You can also create a question with multiple blanks and instructor can provide a list of words that students choose from

g- Ordering

Sorting questions have students sort or rank items according to given criteria

h- Problem Solving

Is done through creating a real life situations and the student is asked to find a medical and logical solution for it

i- Essay

Requires an answer in a sentence, paragraph, or short composition.

j- Short Questions

are open-ended questions that require students to create an answer.

6- MARK ENTRY

- The marks of oral, practical assessments and final assessment exams of all modules will be revised by exam officer on student record system (SRS).

7- RESEARCH AND POSTGRADUATE COMMITTEE

The Faculty Research and Postgraduate committee meetings will be conducted either on zoom sessions or on campus as scheduled on the academic calendar to discuss any evolving issues related to the postgraduate study programmes.

8- STUDENTS AND STAFF AWARENESS OF COVID 19

- Infection Control Unit in the Faculty of Dentistry made manual for Hospital re opening according to international health and safety measurements.
- Infection control unit in the Faculty of Dentistry made manual and protocol for students to follow during their presence on campus for their health and safety.
- Infection control unit in the Faculty of Dentistry uploaded manual and video for students and staff awareness from COVID 19 and how to avoid the infection during exam period.

9-FOLLOW- UP AND REPORTING

- **Feedback and complaints from students** will be received through mails
- **Audio Video lectures** and all teaching assisting materials will be uploaded on the e learning for all modules at the end of each week. This will be revised every week by the IT coordinator of Faculty of Dentistry and by the Vice Dean for Research and Postgraduate Studies.
- **Reports** will be conveyed to the Faculty Dean and Vice President for Research and Postgraduate Studies.
- **All reports** will be discussed on monthly basis in Faculty Council for any developmental changes.

10 - EVALUATION OF THE HYBRID TEACHING PROCESS

- Surveys will be conducted by The Faculty of Dentistry Quality Assurance Unit per semester after exams to evaluate the hybrid teaching process and its progress and success
- These surveys will target both the staff and the students
- A report will be issued that will include the results, feedback, drawbacks and further correction plans.