

A comparison of the effect of two methods of medical education on the clinical skills of dental students in oral surgery

Submission date 22/06/2021	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
Registration date 04/08/2021	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input type="checkbox"/> Results
Last Edited 04/08/2021	Condition category Oral Health	<input type="checkbox"/> Individual participant data <input type="checkbox"/> Record updated in last year

Plain English summary of protocol

Background and study aims

Teaching in the oral surgery field in dentistry has been difficult to achieve, especially when the basic aim is to make learning as practical as possible. Lecture-based learning is a traditional approach where information is delivered in the form of a conventional PowerPoint presentation while the mentor recites the information, so students listen with attention and take notes. Case-based learning is about creating real case scenarios with interesting plots that often contain elements of conflict and need further discussion of the best differential diagnostic patterns and medical care plan. The aim of this study is to compare the effect of case-based learning versus lecture-based learning on the clinical skills of dental students in oral surgery.

Who can participate?

Undergraduate dental students (5th year) at the Damascus University

What does the study involve?

Students will be randomly divided into two groups. Group A will be taught the lectures by lecturers and passive learning. For Group B the monitor will present some clinical cases and scenarios and discuss them with the class as a whole. The duration of the study is about 8 weeks of lectures followed by 2 weeks of follow up. The average grade of each group is using a questionnaire at the start of the study and after 8 weeks of lectures.

What are the possible benefits and risks of participating?

The possible benefit is to help the students build a clinical understanding of medical theories. Efficient learning that is self-reliant and directed is vital to improving the educational environment. In this manner, students' demands will be taken into consideration. There is no potential risk for participating as long as the study does not involve any clinical intervention on patients.

Where is the study run from?

Damascus University (Syria)

When is the study starting and how long is it expected to run for?
May 2021 to September 2021

Who is funding the study?
Damascus University (Syria)

Who is the main contact?
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Contact information

Type(s)
Scientific

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Additional identifiers

EudraCT/CTIS number
Nil known

IRAS number

ClinicalTrials.gov number

Nil known

Secondary identifying numbers

1193T/S

Study information

Scientific Title

The effect of case-based learning versus lecture-based learning on the clinical skills of dental students in oral surgery: a randomized controlled trial

Study objectives

The case-based learning (CBL) approach provokes critical thinking, self-teaching, and a more advanced level of understanding of the fundamental ideas, in spite of CBL being a student-focused approach compared to the lecture-based learning (LBL) approach.

Ethics approval required

Old ethics approval format

Ethics approval(s)

Approved 18/05/2021, the medical research committee at Damascus University faculty of dental medicine (University of Damascus Dental School Damascus, Syria; +963 (0)40404840; Osama. aljabban@gmail.com), ref: s/t 1193

Study design

Single-center randomized controlled trial

Primary study design

Interventional

Secondary study design

Randomised controlled trial

Study setting(s)

Other

Study type(s)

Other

Participant information sheet

See additional files

Health condition(s) or problem(s) studied

Dental education

Interventions

Students who take the curriculum for the first time will be randomly and equally divided into two groups using sealed non-transparent coded envelopes prepared with the letters A or B printed on them. Students names will be covered and numbered in order to avoid any bias when marking the results.

Group A: students will be taught the oral surgery lectures by lecturers and passive learning (lecture-based learning [LBL] group).

Group B: the monitor will present some clinical cases and scenarios and discuss them with the class as a whole (case-based learning [CBL] group)

The duration of the intervention is about 8 weeks of lectures followed by 2 weeks of follow up.

Intervention Type

Behavioural

Primary outcome measure

The average grade of each group measured using a questionnaire at baseline and after 8 weeks of lectures

Secondary outcome measures

1. Level of satisfaction measured by a Visual Analogue Scale (VAS) on a scale from 1 to 100 at baseline and after 8 weeks of lectures
2. Level of confidence measured using a self-report measure on a scale from 1 to 3 at baseline and after 8 weeks of lectures

Overall study start date

16/05/2021

Completion date

04/09/2021

Eligibility

Key inclusion criteria

1. Female and male undergraduate dental students (5th year)
2. Oral surgery education
3. At Damascus University
4. First time attempter (students who take the curriculum for the first time)

Participant type(s)

Other

Age group

Adult

Sex

Both

Target number of participants

60

Total final enrolment

60

Key exclusion criteria

1. Postgraduate students
2. Other specialties of dentistry
3. Non-dental students
4. Other universities
5. Students repeating this subject for the second time (not first time attempter)

Date of first enrolment

30/05/2021

Date of final enrolment

30/07/2021

Locations**Countries of recruitment**

Syria

Study participating centre**Damascus University**

Oral and Maxillofacial Surgery Department

Faculty of Dental Medicine

Mazze

Damascus

Syria

-

Sponsor information**Organisation**

Damascus University

Sponsor details

Faculty of Dental Medicine

Oral and Maxillofacial Surgery Department

Mazze

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Sponsor type

University/education

Website

<http://damasuniv.edu.sy/>

ROR

<https://ror.org/03m098d13>

Funder(s)

Funder type

University/education

Funder Name

Damascus University

Results and Publications

Publication and dissemination plan

Planned publication in a high-impact peer-reviewed journal

Intention to publish date

10/10/2021

Individual participant data (IPD) sharing plan

The data-sharing plans for the current study are unknown and will be made available at a later date

IPD sharing plan summary

Data sharing statement to be made available at a later date

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Participant information sheet			03/08/2021	No	Yes