

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

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<b>Registration date</b> 04/08/2021	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input type="checkbox"/> Results
<b>Last Edited</b> 04/08/2021	<b>Condition category</b> 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

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Scientific

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## Additional identifiers

**Clinical Trials Information System (CTIS)**  
Nil known

**Protocol serial number**

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

**Study type(s)**

Other

**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(s)**

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

### **Key secondary outcome(s)**

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

### **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

### **Healthy volunteers allowed**

No

### **Age group**

Adult

### **Sex**

All

### **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

Mazzeh

Damascus

Syria

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## Sponsor information

### Organisation

Damascus University

### ROR

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

## Funder(s)

### Funder type

University/education

### Funder Name

Damascus University

## Results and Publications

### 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?
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[Participant information sheet](#)

03/08/2021 No

Yes