International Journal for Multidisciplinary Research (IJFMR)



• Email: editor@ijfmr.com

Transforming Dental Education: A Review of Educational Technology Tools for Dental Students

Sunjith Sudhakar

Associate Professor, PMS College of Dental Science and Research

Abstract:

This review explores a myriad of educational technology tools that have been specifically designed to support dental education, providing an overview of their applications, benefits, and potential impact on the training of future oral health professionals.

Keywords: Dental education, Education tools

Introduction:

As the landscape of education undergoes a digital revolution, dental institutions worldwide are embracing innovative technologies to enhance learning experiences for their students. A plethora of educational technology tools have been specifically designed to support dental education, with new and more advanced tools developed in an exponential manner. Educators should make use of this opportunity to increase their efficiency of teaching as well as enable a rich and student friendly learning environment to the new generation of digitally literate student community.

Discussion:

Virtual Patient Simulations

Virtual patient simulations offer pre- clinical dental students immersive, realistic scenarios to practice clinical skills in a risk-free environment.¹ Simulation tools replicate various dental procedures, allowing students to hone their skills, develop clinical judgment, and gain knowledge and confidence before entering the clinic. Virtual simulators bridge the gap between didactic learning and hands-on experience without need for ethical consideration².

Augmented Reality (AR) in Anatomy Education

Augmented Reality (AR) applications have transformed the traditional anatomy education landscape.³ By overlaying digital information onto physical objects, AR enhances the understanding of complex anatomical structures.⁴ Dental students can explore 3D models of teeth, temporo mandibular joint, skull bones, clavicle, muscles of mastication, oral and para-oral structures facilitating a deeper comprehension of spatial relationships critical for clinical practice.



Digital Dentistry and CAD/CAM Technology

Digital dentistry tools, including Computer-Aided Design and Computer-Aided Manufacturing (CAD/CAM) systems, are revolutionizing the field. Dental students can use these tools to design restorations digitally fabricate dentures, fabrication of splints, implant selection, virtual implant placement; thus gaining proficiency in the latest technologies used in contemporary dental practices.⁵ This exposure prepares them for the digital workflows increasingly prevalent in the dental industry.

E-Learning Platforms and Interactive Modules

E-learning platforms offer a flexible and accessible way for dental students to engage with course content. Interactive modules, quizzes, and multimedia resources cater to diverse learning styles, enabling students to reinforce their understanding of fundamental concepts at their own pace. ⁶⁻⁹These platforms often support collaborative learning, fostering a sense of community among students.

Tele-dentistry Training

In an era where tele-health is becoming integral to healthcare delivery, tele-dentistry training equips dental students with the skills needed for remote patient consultations and virtual case discussions. Case referrals in various fields of dentistry including imageology, histopathology diagnosis, implant and prosthetic consultation, orthodontic treatment plan for aligners through tele dele-dentistry has soared to new heights. Incorporating these technologies into curriculum will help them to adopt these tools much earlier in their practise.¹⁰ Effective utilisation of these tools facilitate communication, collaboration, and the delivery of oral healthcare services beyond traditional clinical settings.

3D Printing

3D printing technology has found applications in prosthodontics and implantology education. Dental students can create physical models of dental structures, practice designing and fabricating prosthetic dentures, splints, and gain hands-on experience in the use of 3D printing for creating surgical guides and implant components.

Electronic Health Records Training

Integrating Electronic Health Records (EHR) training into dental education prepares students for the evolving landscape of healthcare documentation.¹¹⁻¹³ Most of the health care settings including dental clinics, hospitals and dental colleges have integrated EHR to proprietary Clinic management software systems.^{14,15} Exposure of students will enable them in learning to navigate digital record-keeping systems, understand the importance of data security, ethical and privacy rights of patients and develop skills in efficiently managing patient information.¹⁶⁻¹⁸

Conclusion:

The integration of educational technology tools into dental education is reshaping how future dental professionals are trained. From virtual simulations to 3D printing and teledentistry, these tools enhance traditional learning methods, providing students with a diverse set of skills crucial for success in modern dental practice. Current generation of students who are exposed to technologies in their early academic life will be able to imbibe concepts adopt and apply the tools much more easier when compared to the previous generations who were not exposed to these tools which were still in nascent stages of



development. As technology continues to advance, dental educators must remain at the forefront of innovation to ensure the continued evolution and effectiveness of dental education programs.

References:

- 1. 1..Prensky M. Digital Natives, Digital Immigrants. On the Horizon (MCB University Press) 2001;9(5):1–6.
- 2. 2.:Harless WG, Drennon GG, Marxer JJ, Root JA, Miller GE. CASE: a computer-aided simulation of the clinical encounter. J Med Educ. 1971;46:443–448.
- 3. Bonk CJ. The World is Open: How Web Technology is Revolutionizing Education. San Francisco, CA: Jossey-Bass; 2009.
- 4. Greenhalgh T. Computer assisted learning in undergraduate medical education. BMJ. 2001;322(7277):40-44.
- 5. Shaikh F, Inayat F, Awan O, Santos MD, Choudhry AM, Waheed A, Kajal D, Tuli S. Computerassisted learning applications in health educational informatics: a review. Cureus. 2017;9:e1559. doi: 10.7759/cureus.1559.
- 6. Bridge PD, Jackson M, Robinson L. The effectiveness of streaming video on medical student learning: a case study. Med Educ Online. 2009;14:11.
- 7. Graafland M, Schraagen JM, Schijven MP. Systematic review of serious games for medical education and surgical skills training. Br J Surg. 2012;99(10):1322–30.
- Rosser JC, Lynch PJ, Cuddihy L, et al. The impact of video games on training surgeons in the 21st Century. Arch Surg. 2007;142:181–6.
- 9. Rosenberg BH, Landsittel D, Averch TD. Can video games be used to predict or improve laparoscopic skills? J Endourol. 2005;19(3):372–6.
- 10. Duque G, Fung S, Mallet L, Posel N, Fleiszer D. Learning while having fun: the use of video gaming to teach geriatric house calls to medical students. J Am Geriatr Soc. 2008;56(7):1328–32
- 11. Issenberg SB, McGaghie WC, Petrusa ER, Lee Gordon D, Scalese RJ. Features and uses of high-fidelity medical simulations that lead to effective learning: a BEME systematic review. Med Teach. 2005;27(1):10–28.
- 12. Bradley P. The history of simulation in medical education and possible future directions. Med Educ. 2006;40(3):254–62.
- 13. Lane LJ, Slavin S, Ziv A. Simulation in medical education: a review. Simulation Gaming. 2001;32:297, 297–314
- Resusci A. Advanced Cardiac Life Support Training guides. Dallas, TX: American Heart Association; 1971.
- 15. Gordon MS, Ewy GA, Felner JM, et al. Teaching bedside cardiologic examination skills using "Harvey," the cardiology patient simulator.
- Hamza-Lup FG, Popovici DM, Bogdan CM. Haptic feedback systems in medical education. JADLET J Adv Distributed Learning Tech. 2013;1(2):7–16.
- 17. Wilson MS, Middlebrook A, Sutton C, Stone R, McCloy RF. MIST VR: a virtual reality trainer for laparoscopic surgery assesses performance. Ann R Coll Surg Engl. 1997;79(6):403–4
- 18. Kononowicz AA, Woodham LA, Edelbring S, Stathakarou N, Davies D, Saxena N, Tudor Car L, Carlstedt-Duke J, Car J, Zary N. Virtual patient simulations in health professions education: systematic



review and meta-analysis by the digital health education collaboration. J Med Internet Res. 2019;21:e14676.