

ODC's Budding Researcher Newsletter

Winter issue
Mar 2022

Editor: Dr AE Qutieshat

What's on?

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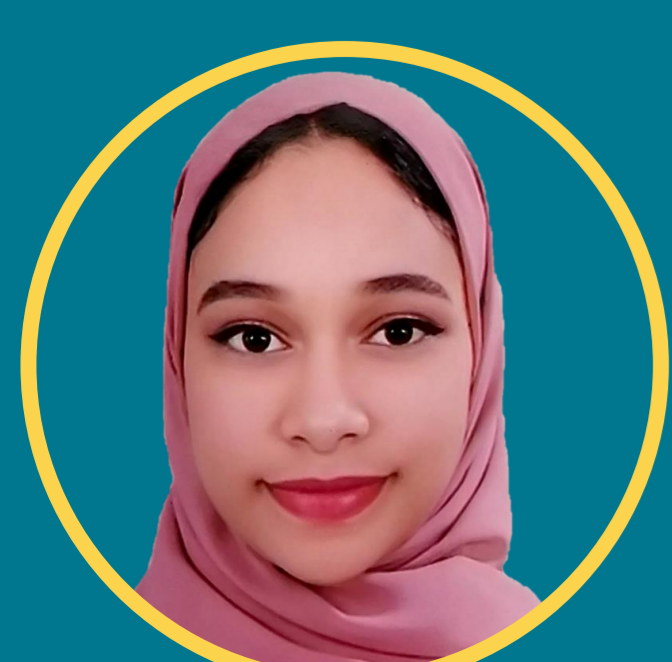
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Lara
Hassan



Maryam
Sedqi



1 ODC's Budding Researcher Newsletter

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Oman Dental College achieved a first-of-its-kind accomplishment by having two student-led abstract papers accepted at the NES conference (sponsored by NHS Education for Scotland). The NES Annual Virtual Conference 2022 will be held on April 27-28, 2022, and will be of interest to everyone involved in medical and dental training.

ODC students, Lara Hassan and Maryam Sedqi, will be presenting their papers alongside experts from across the UK, providing an opportunity for joint sessions emphasizing interprofessional learning. Way to go girls!



Budding Researcher Profile Lara Hassan

Lara, from Sudan, is a fifth year BDS student at Oman Dental College and is hoping to graduate in 2022. She is keen on pursuing a postgraduate program in the United Kingdom.

Lara's interest in research grew through her involvement with the Research Practicum module being piloted in year 5 as an adjunctive teaching method.

She submitted her abstract paper to NES Annual Virtual Conference 2022, and guess what? Her paper was accepted! Our best wishes to Lara, and we're confident that this is only the beginning of your success!

Maryam's Poster

Impact of COVID-19 on Students' Mental Health

Dr Gurdeep Singh, Dr Nutayla Al Harthy & Maryam Sedqi
Oman Dental College, Oman

Background

- Students have experienced academic, physiological, and psychological consequences as a result of the pandemic. Several difficulties that students may encounter during the pandemic have been reported in the literature, including the inability to concentrate on their studies and the inability to maintain motivation to study. Students may also experience restless sleep, stress, and anxiety as a result of the uncertainty surrounding the pandemic, as well as anger as a result of feeling out of control. Consequently, students are less likely to attend their clinical training sessions and to be motivated to learn online.
- The association between COVID-19 and students' ability to manage their dental education and training remains to be determined.

AIM

The purpose of this study was to determine how ODC students managed their dental education during the COVID 19 pandemic, as well as the impact of the pandemic on student life.

Methods

A quantitative cross-sectional online survey study design. 200 out of 400 invited students, across six levels of education at ODC, participated in the survey.

The survey consisted of 11 general themes based on students' opinions during the pandemic:

- Demographics
- Associated risks of the COVID-19 pandemic
- Sources of COVID-19 news
- The effect of COVID-19 pandemic on their families
- Application of hand hygiene measures
- The use of a facemask
- Performance of exercise
- The college's online services
- Assignments
- Faculty support
- Students' mental health

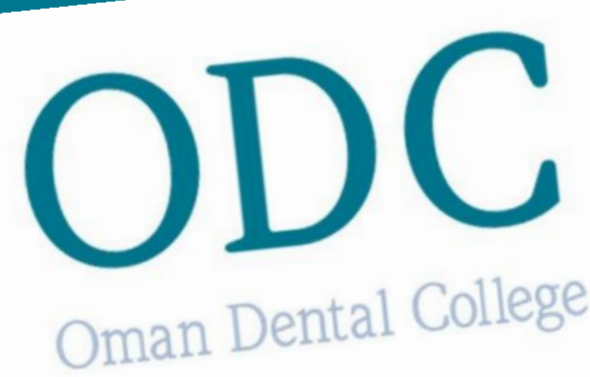
FINDINGS

- Many college students around the world and in the Sultanate were affected by COVID-19, including ODC students.
- Anxiety, worry, and poor sleep quality were among the mental health difficulties that ODC students reported as a result of the pandemic.
- It appears that most students were pleased with the online instruction given by the college and that the instructors were frequently in contact with the students.
- Clinical instruction was poorly managed, and open book tasks were too challenging for many students.
- The administration of online lectures has a beneficial association with the mental health of students.
- The conclusions from this study should help any educational institution involved in clinical practice, including dental and medical programs, make better academic judgments.

References

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Visit us!



Budding Researcher Profile Maryam Sedqi

Maryam, from Iraq, is a fifth year BDS student at Oman Dental College. Her mind is set to become a specialist endodontist. That is her guiding principle: "No pain, no gain!" As she sees it, her hard effort now will pay off in the long run.

Maryam's interest in research grew during the pandemic. She engaged in research, as the work gave her hope or a distraction from COVID-19. That's a good strategy Maryam! Look at you now – a presenter at the NES conference!



Lara's Poster Interactive crossword puzzles as an adjunct tool in teaching undergraduate dental students

Dr Abubaker Qutieshat^{a,b}, Dr Nutayla Al Harthy^a, Lara Hassan^a
(a) Oman Dental College, The Sultanate of Oman (b) Dental School, University of Dundee, UK

Background

- In the undergraduate dental program's restorative dentistry module, students quickly learn many new vocabulary and be difficult to provide.
- Active learning is now widely recognised as a strategy for information delivery and retention in undergraduate education.¹
- Games in education can help guide the educational process, especially among tech-savvy learners. Educators can use performance.²
- Despite widespread support, the use of games in dental education has just recently gained traction.³ It is in this context game arises in this article.

Aim

- The goal is to assess student impressions of interactive crossword puzzles as learning aids for restorative dentistry.

Game Design

The interactive crosswords platform (CrossLearn) was programmed using the ReactJS framework and designed using Tailwind CSS. Performance data storage and transmission was achieved using Firebase and Cloud integrations. In recognition of the usefulness of CrossLearn, the project team has made the platform freely available at <https://cephcad.com/crosslearn>

Likert Scale

A group of undergraduate students were asked questions on using interactive crossword puzzles in the classroom as a scale.

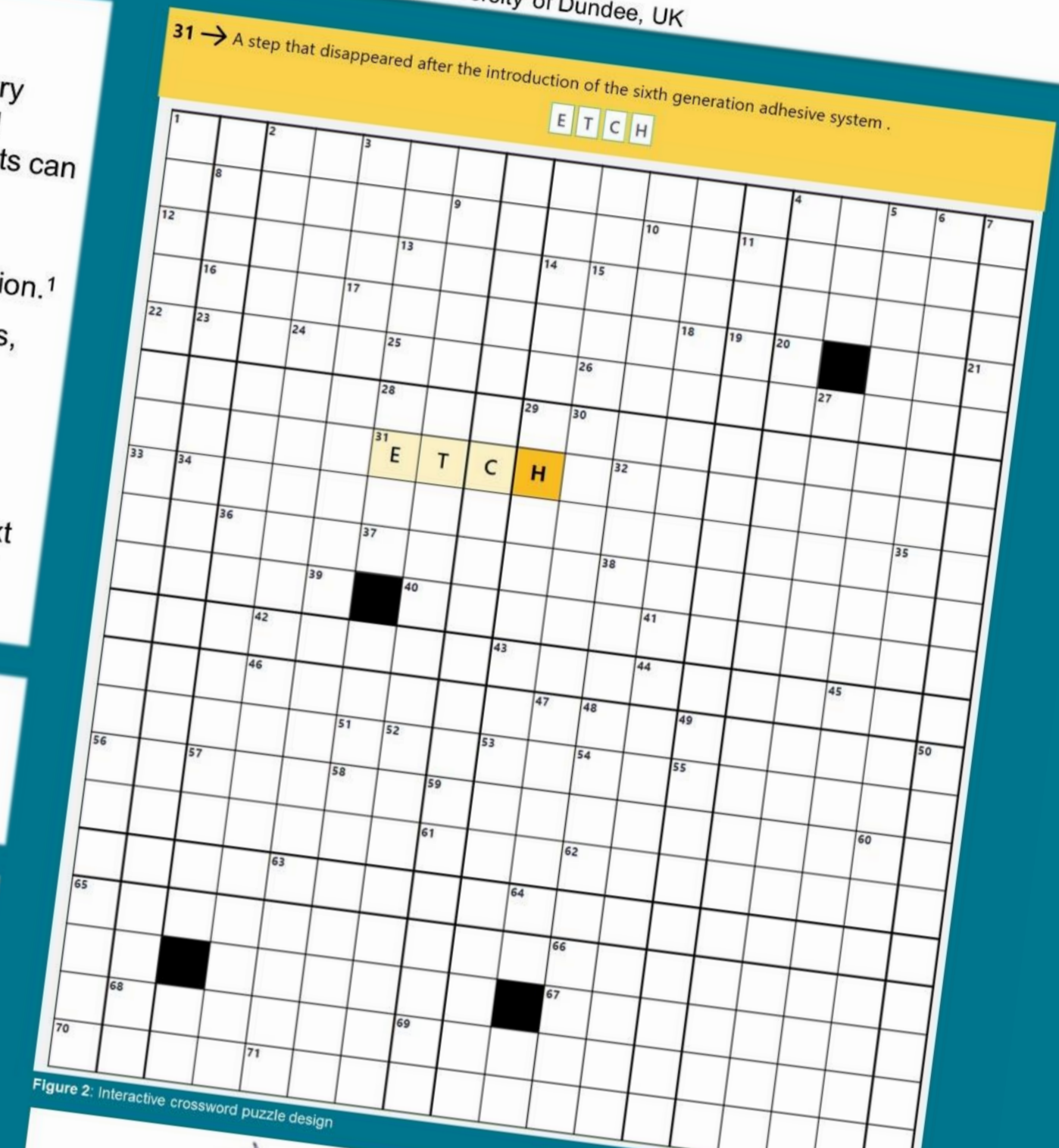


Figure 2: Interactive crossword puzzle design



Figure 3: There was a hint for each question which related to dental products from denture, toothbrush, toothpaste, and mouthwash

Findings

- We built a series of interactive crossword puzzles to help dental students learn Restorative Dentistry principles and students a much-needed opportunity to engage in active learning while promoting comprehension and recall of challenging content.
- This study explores the benefits of using interactive games in dental education to reinforce concepts and terminology in a fun and interactive way.

References

- Missemanti, A., Papadopoulou, P., Marouli, C., Lyfian, M.D. Active learning strategies in higher education. Emerald Publishing Limited, 2018.
- Stott, A., Neustaedter, C. Analysis of gamification in education. Surrey, BC, Canada 2019, 8-39.
- Pereira, A.C., Wainman, A.D. Games in dental education: playing to learn or learning to play? *British Dental Journal* 2019; 227:459-60.



Try me!





ODC is sprinkled with extra SALT! No, it is not what you think. This is not a cooking show; rather, it is a new teaching strategy being piloted in our college. As you might have already noticed we introduced a research practicum module as part of the BDS IV & V dental curriculum, each supported and followed up by the Research & Ethics Committee (REC) of ODC in an endeavour to encourage student-led research projects.

What's the point of putting this in place, you ask? So, here it is: Four BDS-V students have already submitted their scholarly work for publication in a prestigious scientific journal, and they are now submitting a minor revision as requested by the editorial office. It's an incredible feat! So that we may publicly recognize them in the upcoming summer newsletter, we're hoping to get their work published before then – Don't you dare to jinx it foundation students!!

But wait, there's more! Twelve (yes, twelve!) other BDS-V students are completing their literature review papers in preparation for publication. That is far too much accomplished in such a short period of time – and that's exactly what the ODC spirit will be like from now on! Pass the 'SALT' please...

Students' involvement in Research & Teaching: New Strategy

1. Students As Learners & Teachers (SALT)

Students as learners and teachers (SALT) is based on encouraging generative dialogue about teaching and learning between faculty and students and, through that dialogue, faculty become more informed about the issues that concern students. It is better to adopt SALT as a calibration tool to a newly introduced teaching method, rather than implementing SALT as a teaching method on its own. This generative dialogue will prompt the development of thought pieces that can be of interest to journals.

2. Navigate-Appraise-Curate-Loop (NACL)

Navigate-Appraise-Curate-Loop (NACL) is basically a step-up from SALT. It is based on the notion that students (and teachers as life-long learners) should seek up-to-date knowledge and practice problem solving skills via evidence-based appraisal methodologies. This can be achieved by utilizing recently published peer-reviewed scholarly articles on the topic of question. NACL is especially effective in dental education where every day there are new concepts created and existing concepts eliminated.

3. Motivate Leadership in Health (MLH)

The Motivate Leadership in Health (MLH) is based on strengthening health promotion initiatives through introductory training in research methods. The goal of the Motivate Leadership in Health is to build your scholarly capacity by providing you with the basics of evidence-based practice, clinical judgment, and critique of the available evidence. You will attend interactive training sessions and receive support to create an action plan to fine-tune your skills and make you a well-rounded dentist.

SALT



NACL



MLH

ملح





Are you a gamer? Are you into games that hold your attention from the very beginning and keep you on your toes? Well, we are not! We just thought it would be a good idea to inject some fun into your education by incorporating some games because we know you'll enjoy it! Touché!

You see, when you don't get anything out of a lecture, it's common to feel as if your brain is 'blank', right? You'd say that this lecture is not meaningful. It is also not uncommon to wish that you could do something about it, or to become more involved than simply sitting there passively! In freshman and sophomore years, students quickly learn many new vocabulary and concepts to an extent where you become a little overwhelmed!

Adequate learning support for essential concepts can be difficult to provide. Active learning is now widely recognised as a strategy for information delivery and retention in undergraduate education. Games in education can help guide the educational process, especially among tech-savvy learners. Educators can use games to increase student engagement, motivation, and performance. Despite widespread support, the use of games in dental education has just recently gained traction. It is in this context that the idea of designing a home-grown game came to surface here in the ODC.

CrossLearn Search on scholar

1 → The adhesive system generation that first introduced the dual-cure activator .

Across:

- 1 The adhesive system generation that first introduced the dual-cure activator . (5) [Hint](#)
- 3 The layer at which the tooth surface, primer and adhesive resin all meet . (11) [Hint](#)
- 8 ___ gloves must be replaced immediately . (5) [Hint](#)
- 9 ___ your irrigation syringe away from the patient. use the bench instead of the tray . (6) [Hint](#)
- 11 A curve that is a naturally occurring phenomenon in the human dentition, and it is determined clinically by the distal marginal ridges of the posterior teeth in the arch and the incisal edges of the central incisors. (4) [Hint](#)
- 12 An indirect restoration retained by intracoronal boxes (vital teeth) or extended into the pulp chamber (nonvital teeth) that covers the occlusal surface. (5) [Hint](#)
- 13 A chelating agent used for removal of the inorganic portion of the smear layer. (4) [Hint](#)
- 14 Sixth generation self-etching primers were developed with various levels of _____. (7) [Hint](#)
- 16 The _____ of a cavity may tip the clinician toward applying composite instead of amalgam . (8) [Hint](#)
- 25 Mta mixing instructions: two drops of liquid for each _____ of powder . (5) [Hint](#)

Down:

- 1 To minimize the risk of injury and aspiration during dental procedures, rubber dam clamps should be secured using dental _____. (5) [Hint](#)
- 2 If file 15 can't reach the length, try _____. (7) [Hint](#)
- 4 The principle of this pulp sensibility test, whether it be a type that measures voltage or current, is to raise the electrical potential through the enamel and dentine into the pulp to provoke a measurable response from the pulp . (3) [Hint](#)
- 5 _____ fluid is an extracellular fluid contained within dentinal tubules and corresponds to a blood ultrafiltrate from the capillaries of the pulp, and it has a very similar composition to plasma. (8) [Hint](#)
- 6 Bis-gma and udma . (8) [Hint](#)
- 7 How many clinical steps are there while using a generation 7 adhesive? . (3) [Hint](#)
- 9 In cases where the ___ is between 0.5 and 1.5 mm, calcium-based liners are not necessary. instead, an rmgf liner should be used to replace the lost dentine and to provide volumetric reduction of composite resins to reduce the drawbacks of polymerization shrinkage of dental composites. . (3) [Hint](#)
- 10 Camphoroquinones are activated by _____. (5) [Hint](#)
- 15 The common name of a family of bioceramics containing calcium cations together with phosphate anions, and sometimes hydrogen hydroxide ions. . (3) [Hint](#)
- 17 Computer-aided design and computer-aided manufacturing. [REVERSED] (6) [Hint](#)

Clear 1 Clear All Submit Elapsed time: 01:22:13 Completion : 1.12%

CrossLearn is a student-only interactive space designed and developed by ODC faculty members with the help of students. CrossLearn relies on crossword puzzle design elements in educational contexts. Despite being a relatively young platform, CrossLearn is making a big impact across a variety of academic institutions and has piqued the interest of the scientific community, with Oman Dental College being the first dental school to introduce CrossLearn to the undergraduate curriculum as a complement to learning.



Try me!





Camelus enough to Dromedarius? The 21 quests of Odyssey

Rules and guidelines:

- The first team to post all the following photos on our WhatsApp group claims head I
- The team with the most creative photo claims head II
- The golden rule: NO TEAM TAG.. NO SWAG..
- The not-so-golden rule: Caption the photo with its corresponding number from the list below

Main quests

1. Spell C-A-M-E-L using team members, everyone must be part of it.
2. 5 team members with a faculty member in the car park.
3. 5 team members in a car.
4. 5 team members jumping in the air (all feet must be off the ground).
5. 5 team members sitting on outdoor wooden benches.
6. 2 team members playing ping pong.
7. 1 team member taking a selfie with a phantom head.
8. 5 team members queuing in the cafeteria.
9. A team member helping another team member solve a math problem.
10. 5 team members sitting on an outdoor concrete bench.
11. The wiseman's cave or horse.
12. 2 team members chilling at the balcony.
13. 10 pairs of shoes.
14. A team member with a clueless non-team member.
15. A team member with Meteor or Lava.
16. A team member checking out an Anatomy Atlas in the library.
17. A team member and a person wearing white crocs.
18. 5 team members on green grass.
19. A team member wearing 4 team tags different colours.
20. Spell ODC using your team's ribbon spool
21. Have 2 Periodontics faculty members sign a team member's hand in red colour.

Bonus quests with +5 points each (Photo as proof – Golden rule applies):

21. Find the two-headed arrow
22. Find the ODC logo that does not belong
23. Find the dome
24. Find the bird's nest
25. Find a butterfly



Be careful and make sure to not get into trouble!

The wiseman

Camelus enough to Dromedarius? The 21 Quests of Odyssey

The scavenger hunt day, when you raced around the building to get all the right answers so you could take the trophy home, is still fresh in your minds.

After four weeks of intensive research work, data collection and handling specimens, we figured that our fighters (Oops I did it again – I mean researchers) need a break! A break that allows them to reflect on their stretch experience, teamworking skills, and the connections between learning on the field and learning in the classroom.

For those who are wondering what a stretch experience is, it is any experience that represents a new challenge or unique new task that requires you to step out of your comfort zone and/or develop a new skill

And for those who missed the scavenger hunt, this newsletter is your chance to see what happened on that day and get a taste of The 21 Quests of Odyssey!

Join us!



What is the Camelus Dromedarius Project?

As part of the newly introduced Research Practicum module in the BDS-IV curriculum, a 2 year-long project was proposed to more fully understand the Comparative Dental Anatomy concept and delve deeper into a new paradigm that was never explored before. Well, that's it! We are not going to reveal any more details for now. Instead, we would like to invite you all, from foundation to BDS-III, to join BDS-IV researchers and become field researchers yourselves! If you are still unsure whether you can do this or not, ask yourself one question:

'Are you camelus enough to dromedarius?'

We had only expected a small group of students to join our project, but we were surprised by the outpouring of enthusiasm and ended up with more than a hundred eager participants! So we had to come up with something, and the wiseman suggested that we create six armies (oops I mean teams!)... The Jaalaninas, The Guardians of The Enchanted Sohar, The Warriors of Qurum Land, The Barkanians, The Nizwanians, and The Special Ops!



The 21 Quests of Odyssey: a recap!

Rules & Guidelines

The first team to post all the following photos on our WhatsApp group claims the first trophy

The team with the most creative photo claims the second trophy

The golden rule: NO TEAM TAG.. NO SWAG..

The not-so-golden rule: Caption the photo with its corresponding number from the list below

The competing teams



The Jaalaninas



The Guardians of The Enchanted Sohar



The Warriors of Qurum Land



The Barkanians



The Special Ops

The 21 Quests of Odyssey

1. Spell C-A-M-E-L using team members, everyone must be part of it.
2. A photo with a faculty member wearing white on a white background..
3. Five team members in a car.
4. Five team members jumping in the air (all feet must be off the ground).
5. Five team members sitting on outdoor wooden benches.
6. Two team members playing ping pong.
7. One team member taking a selfie with a phantom head.
8. Five team members queuing in the cafeteria.
9. A team member helping another team member solve a math problem.
10. Five team members sitting on an outdoor concrete bench.
11. The wiseman's cave or horse.
12. Two team members chilling at the balcony.
13. Ten pairs of shoes.
14. A team member with a clueless non-team member.
15. Find the two-headed arrow.
16. A team member checking out an Anatomy Atlas in the library.
17. A team member and a person wearing white crocs.
18. Five team members on green grass.
19. A team member wearing 4 team tags different colours.
20. Spell ODC using your team's ribbon spool
21. Have two Periodontists sign a team member's hand in red colour.

21





The 21 Quests of Odyssey

3. Five team members in a car.



The 21 Quests of Odyssey

2. At the car park, a photo with a faculty member wearing white on a white background.



The 21 Quests of Odyssey

8. Five team members queuing in the cafeteria.



Well, you see, the quest was to get the shot taken 'inside' the vehicle!! No one could deny though that this was one of the most imaginative contributions we've received! Well done, Barkanians!!

We were blown away by our students' acting abilities! This year, the Academy Award for best actress goes to... you guessed it! See who leads the cafeteria queue line? It is obviously that gal!!!



The 21 Quests of Odyssey

9. A team member helping another team member solve a math problem.



The 21 Quests of Odyssey

15. Find the two-headed arrow.



The 21 Quests of Odyssey

15. Find the two-headed arrow.



The 21 Quests of Odyssey

13. Ten pairs of shoes.



Lady! We don't want to interrupt your deep meditation but this is not the two-headed arrow!! You are in the wrong place! By the way did you know that exam stress can be alleviated through meditation?



This one's for the books! How long did it take you to notice the skeleton peeking out of the atlas? To be honest, it took me a while!

The 21 Quests of Odysseus

16. A team member checking out an Anatomy Atlas in the library.



If I may double-check, is this how you chill? The generational divide is so wide that I'm not sure I'll ever be able to understand this! Ladies, go get some sleep!

The 21 Quests of Odysseus

12. Two team members chilling at the balcony.



The 21 Quests of Odysseus

18. Five team members on green grass.



Jokes aside, it's hard to resist the appeal of just sitting on the grass and soaking up the sun! This shot shows why it is drawing me in



The 21 Quests of Odysseus

21. Have two Periodontists sign a team member's hand in red colour.



The 21 Quests of Odysseus

10. Five team members sitting on an outdoor concrete bench.



The 21 Quests of Odysseus

17. A team member and a person wearing white crocs.



The 21 Quests of Odysseus

7. One team member taking a selfie with a phantom head.



Who said that white crocodiles are out of fashion, anyway? They're really good for your feet. I got a pair myself and have never turned back.



The 21 Quests of Odyssey

5. Five team members sitting on outdoor wooden benches.



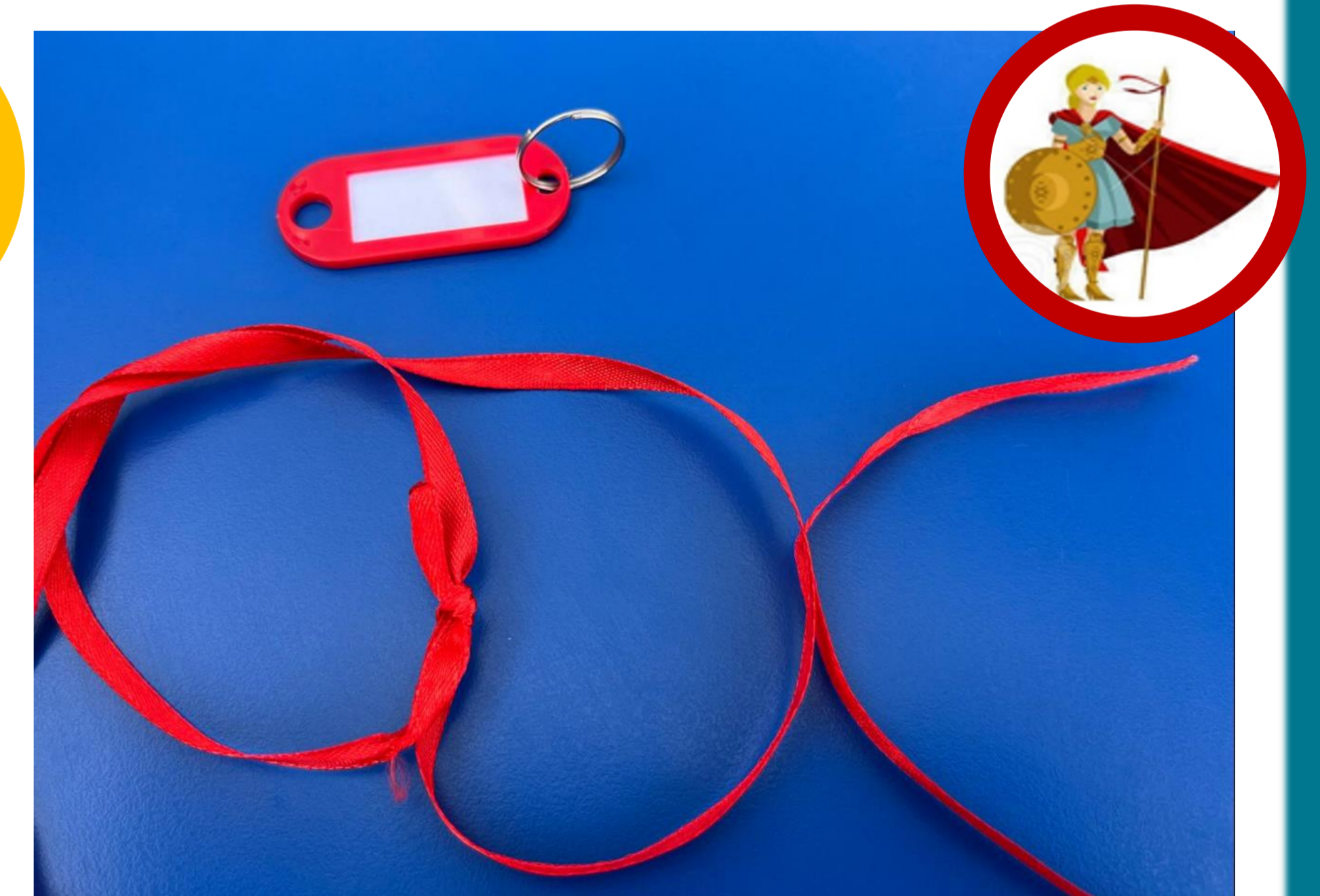
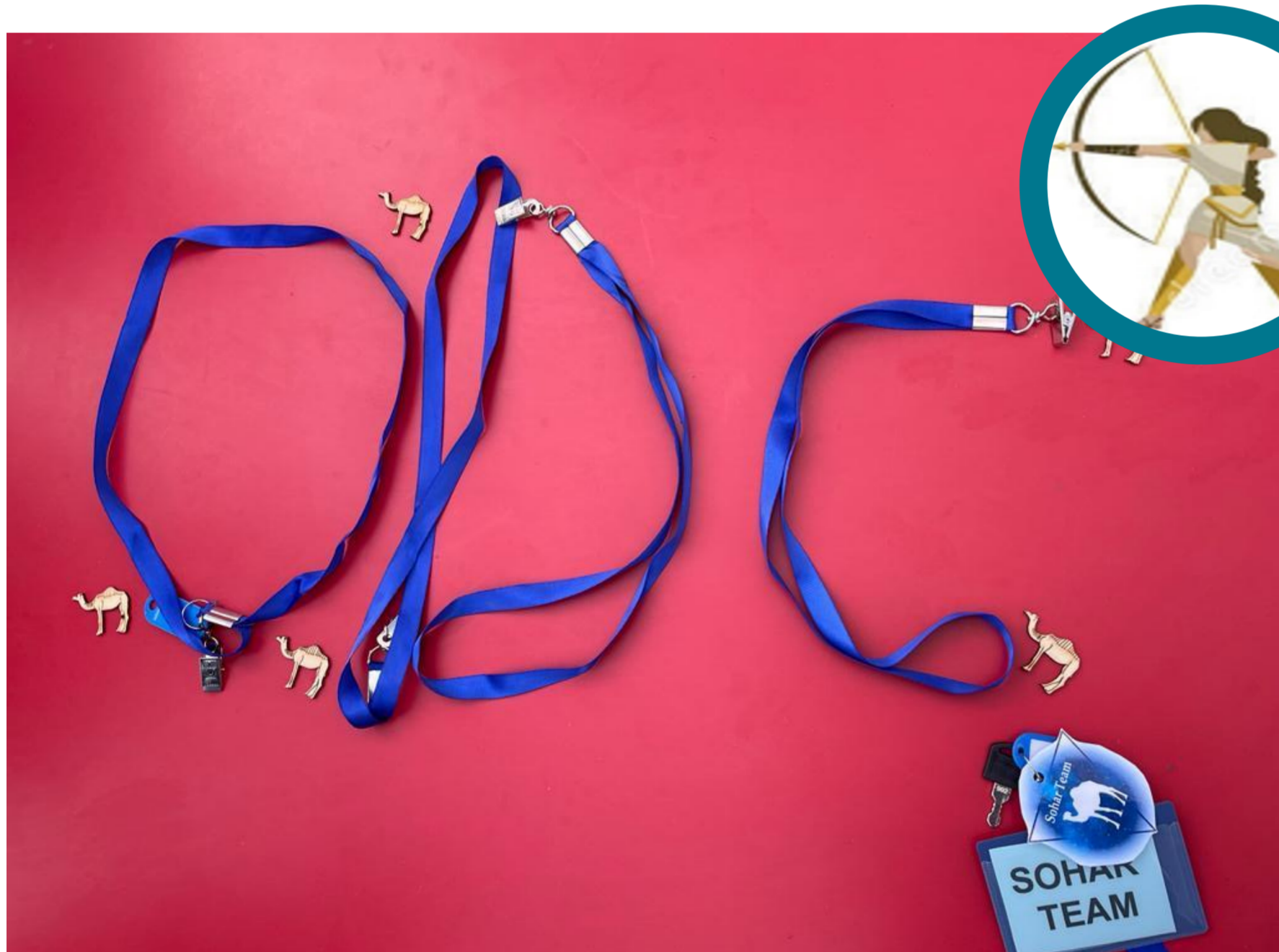
The 21 Quests of Odyssey

6. Two team members playing ping pong.



The 21 Quests of Odyssey

20. Spell ODC using your team's ribbon spool



The 21 Quests of Odyssey

1. Spell C-A-M-E-L using team members, everyone must be part of it.





The 21 Quests of Odyssey

4. Five team members jumping in the air (all feet must be off the ground).



The 21 Quests of Odyssey

10. Five team members sitting on an outdoor concrete bench.



Sigh! You'll need to hit the gym more often ladies!

The 21 Quests of Odyssey

14. A team member with a clueless non-team member.



The 21 Quests of Odyssey

19. A team member wearing 4 team tags different colours.



Our nurses deserve praise for their tireless efforts to ensure that our patients receive the best possible treatment.

Once a wiseman said: "Research is to see what everybody else has seen, and to think what nobody else has thought"

The 21 Quests of Odyssey

11. The wiseman's cave.





The 21 Quests of Odyssey

23. Hidden Goose: Find Meteor



Now that you've discovered ODC's hidden gem, Meteor, it's time to recognize Dr Nutayla Al Harthy's invaluable contributions to this research project, without which none of this would have been possible. She sparked a flame of enthusiasm in all of us, motivating us to work tirelessly and happily to see this project become a reality. Drs Ayida Al Wahaibi, Sanjay Saraf, Amur Al Seneidi, and Shahab Javanmardi are also to be commended for their support and tireless labour.

The 21 Quests of Odyssey

22. Hidden Goose: Find the ODC logo that does not belong



This is something that only people with OCD will understand! This OCD, I mean ODC logo has been driving me nuts - why the colour is different!! WHY!!

The 21 Quests of Odyssey

24. Hidden Goose: Find a bird's nest



The 21 Quests of Odyssey

23. Hidden Goose: Find a butterfly



Nature is part of what makes ODC a special place. Did you know that in Oman, more than 400 bird species have been identified. Oman sees large swarms of migratory birds during their seasonal journey between their nesting habitats and the places where they spend winter due to the Sultanate's location at the crossroads of three different geographical land masses. Some birds, particularly waterfowl, fly over 5,000 kilometres from places like Siberia.

What's up!





Editorial Epilogue

Dr AE Qutieshat

Learning is an extremely complex process which requires the study of learning theory, pedagogy and psychology. Despite the fact that we know very little about the human mind, we have a massive amount of research and common sense at our disposal to better understand the learning phenomenon. Learners' needs drive education, and learners are not passive recipients of information; rather, they are active knowledge builders. Adult learners will be more interested in learning if they can see a reason or benefit for doing so, and they will put in more time and effort for the sake of learning. Because not all adult learners have a clear understanding of why they are learning, it is critical to identify potentially effective reasons for them to fully immerse in the learning mode.

New content (learning material) is best introduced by forming in the minds of learners the framework required to absorb the imminent concepts into their cognitive capabilities. This content must then be delivered by preparing learners for the new information they will receive, making the content meaningful and familiar in order to provide both motivation and desire to learn. This is accomplished by introducing the fundamental concepts of the new material, allowing learners to organise the more specific and detailed information that will follow. This is also accomplished by encouraging learners to apply the new learning material to their real-life experiences through the provision of meaningful learning experiences that are clearly linked to personal and future-life goals. As a result, the entire learning process will be more integrated and meaningful.

Adult learners typically dominate the learning process because they regard themselves as self-directed individuals. Systematic learning depicts a strict environment for many learners in which they have limited, if any, contribution to the learning process. A limitation like this can reduce learners' motivation and willingness to learn. Allowing learners to become primary members and key contributors in the course of learning, on the other hand, will increase their motivation and likely increase their chances of obtaining the desired skill and knowledge. The ideal scenario would be for learners to contribute and participate in the development and design of the curricular outline. Nonetheless, it is important to note that a highly learner-tailored outline may be impractical or even impossible to achieve in a large group of learners or in a single training workshop or session.

Knowing the learners' learning needs in order to achieve the course's aims and objectives, as well as their perspective on the best way to plan and deliver the material content, can help in constructing and designing the curriculum outline. The expected level of self-direction varies by learner. While some will prefer a completely self-directed approach, others will prefer no self-direction at all. Self-directed learning can be aided by the use of learning modules, which allow a large group of learners to be divided into smaller groups (i.e. breakout sessions). This will allow learners to interact with their tutor on a more personal level through closed discussions, focus groups, and case studies, giving them a satisfying sense of control over the learning process.

Ideally, educators should benefit from a wide range of principles and theories by putting theory into practice. As an example of a commonly encountered scenario in dental education, first-year students, referred to colloquially as "freshers", are typically assigned theoretical basic sciences as an integral part of the course curriculum, from which a solid core of knowledge is to be gained, which will be applied in the clinical years later on in the process. Unfortunately, most learners will automatically categorise such topics as dull, complicated, and irrelevant. Unless the tutor explicitly emphasises the importance of such knowledge, this is an unavoidable subsequence. This is where my role as a tutor comes in, to present the content of the learning material to learners in a meaningful way rather than leaving it to them to discover on their own. This can be accomplished by relating new content to real-life scenarios as much as possible (i.e. applications, procedures and treatment modalities).

Dental education is about more than just imparting knowledge, skills, and attitudes; it is also about developing a professional identity. Learners must be aware of their future job responsibilities as well as how to be professional and successful in dealing with and treating patients. In order to achieve this, I, as a dental educator, must prepare my students for the professional roles they will occupy in the future and strive to develop professionals who are competent, self-aware, and capable of self-monitoring and self-assessing their performance as well as continuing the journey of learning throughout their practice lifetime. According to Robert Gagné, a key theorist and contributor to the field, theories cannot easily explain learning; however, we have access to a wealth of learning theories that provide us with a wealth of teaching principles and techniques that can help us improve our abilities as educators.

Enjoy your
Student Life

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Oman Dental College

