



Date:

2.3 Teaching- Learning Process

2.3.1 Student-centric methods are used for enhancing learning experiences by:

Experiential learning

Integrated/interdisciplinary learning

Participatory learning

Problem solving methodologies

Self-directed learning

Patient-centric and Evidence-Based Learning

Learning in the Humanities

Project-based learning

Role play Response:

Experiential learning: At every stage of their course, the majority of the teaching-learning program is done through experiential learning. In every discipline, from sculpting the morphology of teeth in I BDS, providing suitable treatment and care to patients.

Integrated/interdisciplinary learning Interdepartmental sessions are organized every 2–3 months, bringing together undergraduates, interns, postgraduates, and faculty members for integrated and interdisciplinary learning. These sessions include comprehensive discussions on complex postgraduate case studies and noteworthy special cases, fostering collaborative learning and keeping participants



updated on the latest clinical knowledge and advancements in dentistry. Each module of instruction is designed to emphasize student-centered learning, with classes divided into small groups to facilitate participatory and problem-based learning. Interns are actively encouraged to present their research or recent advancements in the field, promoting academic growth, analytical thinking, and enhanced presentation skills.

Problem-based learning: Each module of instruction at the school is designed to promote student-centered learning, with classes divided into small groups to facilitate participatory and problem-based learning. Students are encouraged to engage in collaborative projects that enhance their general knowledge and practical skills, focusing on areas such as organic farming and small-scale technical innovations. These activities foster teamwork, creativity, and a deeper understanding of sustainable practices and technological advancements, ensuring a holistic and impactful learning experience.

Self-directed learning: All students are also encouraged to engage in self-directed learning activities such as seminar or journal club presentations, which fosters life-long learning.

Patient-centric and Evidence-Based Learning: Patient-centered learning is emphasized in both theory and practice/clinical settings. The first year of an undergraduate degree teaches applied elements of many topics, which are reinforced throughout the semester. Students are given thorough preclinical training before being allowed to continue and treat patients. The need of "evidence-based teaching and learning" is stressed, with students advised to do a web search for relevant literature and assess the "trustworthiness" of the information before using it in their learning and/or research.

Project-based learning: Students (both undergraduates and postgraduates) are encouraged to participate in short-term projects and deliver scientific papers at the state, national, and international levels. Students are also taught how to prepare manuscripts in order to turn their research findings into publications.



Role play learning: Role-play is a teaching technique that allows students to explore realistic situations by interacting with other people in a managed way to develop experience and trial different strategies in a supported environment. With role-play in endodontic teaching, students might play the role of a dentist or a patient.

Learning in humanities: The role of human factors in healthcare has become increasingly well recognised, particularly following the Francis inquiry into the failings in care. The recognition of human factors in dentistry, particularly in primary care, is less well developed. This aims to explore the relevance of human factors in dentistry and highlight the importance of considering their role in any adverse patient outcomes and, importantly for the future, the continued recognition and integration of teaching about human factors in healthcare in both undergraduate and postgraduate education.

Participatory learning: Participatory learning can be defined as “a growing family of approaches, tools, attitudes and behaviors to enable and empower people to present, share, analyze and enhance their knowledge of life and condition. and to plan, act, monitor, evaluate, reflect and scale up community action in dentistry.

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