

13th International Conference and Exhibition on

DENTAL MEDICINE

August 08-10, 2016 Toronto, Canada

Changing the landscape of learning in dentistry

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Education is what survives after what was learned has been forgotten" Professor BF Skinner At the University of British Columbia Dental School we are using Flipped Learning to teach fundamental medical sciences to our first year students. I will explain the successful teaching techniques used in the new curriculum- and the failures. The journey to a flipped curriculum at the UBC Dental School was long overdue, and yet for some, came far too fast. I will talk about Faculty opposition and the tools we used- like PeerWise and our award winning Progress Survey- to win Faculty and students over. I will also explain the ongoing research being conducted on our curriculum at UBC Dental School. The purpose of the study is to assess the effectiveness of a flipped learning (active) curriculum versus the traditional lecture based (passive) curriculum in a first year Dental fundamental medical sciences course. At UBC Dental School we are achieving enduring understanding through Flipped Learning. With Flipped Learning we have less transmission, and more synthesis and absorption of knowledge. We are promoting deeper learning and encouraging students to take greater responsibility for their own learning. Why Flipped Learning...because the world doesn't need memorizers, it needs critical thinkers and problem solvers.

Biography

Peter J Murphy is a renowned Professor in Department of Dentistry, University of British Columbia, Canada. He has published many articles and has a great experience and role in the field of Dentistry.

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