

GLOSSARY

Instructional and Assessment Terms

Instructional Methods:

Case-based Learning (CBL) - Collaborative analysis involving interactive, student centered exploration of realistic and specific situations. Small groups work together to solve cases while drawing upon foundational learning and preparation for each session. The faculty facilitator takes a more active role than PBL.

Clinical – Students making sound professional judgements and performing in clinical care situations.

Community-based Education – A service learning experience conducted outside of the dental school in real-world situations.

Computer-based Simulation – All contact hours where there is a computer-based generation of a sample of representative scenarios for a model in which a complete enumeration of all possible states of the model would be prohibitive or impossible.

Didactic – All contact hours in which students are expected to complete instructional modules, or attend lectures/seminars/clinical conferences.

Faculty Team Teaching – A learning or teaching strategy purposely involving a multi-disciplinary teaching team.

Independent Study – All contact hours in individualized, planned learning that is done in conjunction with an instructor or relevant others, where students can make decisions necessary to meet their own learning needs using a wide variety of media.

IPE Team – A learning or teaching strategy purposely involving a multi-profession teaching and/or learning team.

Lecture – Instructor presenting material and answering student questions that arise before an audience of all students enrolled in a class.

Patient Care – All contact hours with patients, both block and comprehensive assignments. Includes patient care activities occurring at the main teaching site of the sponsoring institution or program, as well as patient care activities occurring at a site geographically remote or apart from the main teaching site.

Problem-based Learning (PBL) – Usually in a small group setting and featuring a student centered pedagogy in which students learn about a subject through the experience of problem solving to facilitate learning in both thinking strategies and domain knowledge. PBL is student-driven and the faculty plays the role of guide, facilitator and resource.

Seminar – A small group session devoted to presentations on, and discussion of, a specialized topic with a portion of the enrolled students or to all students enrolled in an asynchronous manner (to include both faculty-led and student-led formats).

Simulation – Use of a patient simulator, standardized patient or other such clinical simulation.

Small Groups – A learner-centered instructional process in which small, intentionally selected groups of three to five students work interdependently on a well-defined learning task; individual students are held accountable for their own performance and the instructor serves as a facilitator/consultant in the group learning process. Can include both team-based and problem-based learning.

Assessment Methods:

CATS/PICO – Assessment formats include Critically Appraised Topic Summaries (CATS) and Patient/Problem, Intervention, Comparison, Outcome (PICO) questions.

Faculty Observation – Assessment formats include: longitudinal/global evaluation over extended periods of time; daily clinical evaluation; structured observation, such as clinical competency examinations; and standardized oral examinations.

Independent Assessment – Independent assessments are often used in conjunction with other methods to provide a well-rounded perspective on the students' progression toward competence, including Peer Assessment, Patient Survey, and Standardized Patients.

Nominal Group Process – Structured evaluation process which facilitates group-based decision-making of student performance combining both quantitative and qualitative data.

OSCE – Assessment formats include Objective Structured Clinical Examination.

Self-Assessment – Critical assessment of one's own performance and reflection on ways to enhance subsequent performance, often with feedback from external sources that may need to be reconciled with self-appraisal; may include standard rubrics.

Simulation – Assessment formats include Virtual Reality (computer-based clinical scenarios) and Typodont Models/Mannequins.

Work Samples – Assessment formats include Portfolios and Records Reviews (chart simulated review).

Written Assessment – Assessment formats include multiple choice questions (MCQ), short answer, structured essay, and research reports.