



# **Teaching, Learning and Evaluation Strategy**

**Faculty of Oral and Dental Medicine**

**Nahda University**

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## **Introduction**

Nahda University is the first private one in Upper Egypt that developed in 2007. At that time, Faculty of Oral and Dental Medicine, received 160 students and increased gradually to be 1400 students nowadays and to coop with the fast renewal in science and technology, the faculty team search for effective appropriate teaching and learning strategy.

**Aim of Strategy:**

To graduate competent distinguished dentist from Faculty of Oral and Dental Medicine, Nahda University enable of lifelong independent learning.

## **Core values of Teaching and Learning Strategy:**

- **Effective**
- **Affective**
- **Active**
- **Cooperative**
- **Behave ethically**
- **Enhance critical thinking**
- **Independent learning**
- **Lifelong learning**
- **Consider safety and confidentiality**
- **Respectable**
- **Updated**

## **Principals of strategy:**

- Achieve undergraduate new bylaw of Faculty of Oral and Dental Medicine, Nahda University.
- Include different approaches to be compatible with different learning styles of students.
- Integrate recent advances of technology in dental field.
- Enhance diverse thinking tracks.
- Promote the professional training in dental field.
- Stress on applying infection control and safety measures.
- Keep updating with recent advances
- Behave in professional and ethical manner
- Consider patient confidentiality
- Respect community needs and appoint to its services
- Communicate effectively with other medical colleagues and patients

## **Procedure of developing teaching and learning strategy:**

- Development of team work constituted from professors and assistant professors who are expertise in education and represent different dental field specialties.
- Several meetings were held to choose the appropriate teaching and learning strategy through brain storming and based on internal strengths in the faculty as well as available opportunities provided by the university.
- First draft of teaching and learning strategy was proposed and discussed in small focus groups including number of staff members, assistant staff, students and internship in Faculty of Oral and Dental Medicine, Nahda University.
- Approval of the final version of teaching and learning strategy was conducted in the Faculty Council.
- Dissemination of the strategy was carried in through staff official emails and faculty website.
- Updating of the strategy according to its periodical revision and feedbacks.

## **Proposed Teaching and Learning Strategy:**

The active learning strategy is the proposed one where it is a learner-centered i.e. learner is not only receiving content but also interact with the lecturer.

The methods of delivery also chosen on the basis that would be suitable for variable learning styles which facilitate and help improving quality of learning and increase in attaining knowledge and skills. This necessitates usage of different learning processes, approaches and techniques.

There are seven learning styles that including visual (spatial), aural (auditory-musical), verbal (linguistic), physical (kinesthetic), logical (mathematical), social (interpersonal) and solitary (intrapersonal).

Accordingly, the following delivery approaches are recommended:

- Interactive lecture
- Case study
- Practical and clinical sessions
- Simulation
- Self-learning
- Cooperative learning
- Peer teaching (tutoring).
- Field training



In turn, variable assessment methods compatible with teaching and learning methods are applied:

- Written exams
- Problem solving questions
- Assignment
- Projects
- Research
- Practical examination
- Log book
- Clinical examination
- Oral examination

### **Monitoring and evaluation:**

Monitoring of achievement of the approved teaching and learning strategy is mirrored in course specification where teaching and learning methods and ways of assessment methods and weight of each examination.

Furthermore, evaluation of the strategy outcome is reflected in course report where the results of students for each exam is reported and also in the blue print which proof the compatibility of teaching and learning methods on one side and assessment counterpart on the other side.