

Cracking the 'Gen Z' Code

Teaching Dentistry in Twenty-first Century

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Disclosure



Authors do not have any financial relationships to disclose.

Learning objectives

| | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------|
| Identify | Identify modern tools to enhance the education of students |
| Outline | Outline the various successes and failures in re-designing coursework |
| Discuss | Discuss the use of several techniques to make the learning environment inclusive and equitable focused on the Generation Z learner. |
| Identify | Identify modern tools to enhance the education of students in both didactic and clinical settings in the post-COVID era. |



What do you think is the biggest challenge in teaching Gen Z?

- Technology gap
- Generation/Values gap
- Attention span
- Perception and expectations



Have you noticed that students don't value the same values that you followed for years as an educator?

Yes, because they are Millennials

No, its just me getting older

Yes, how do I manage that

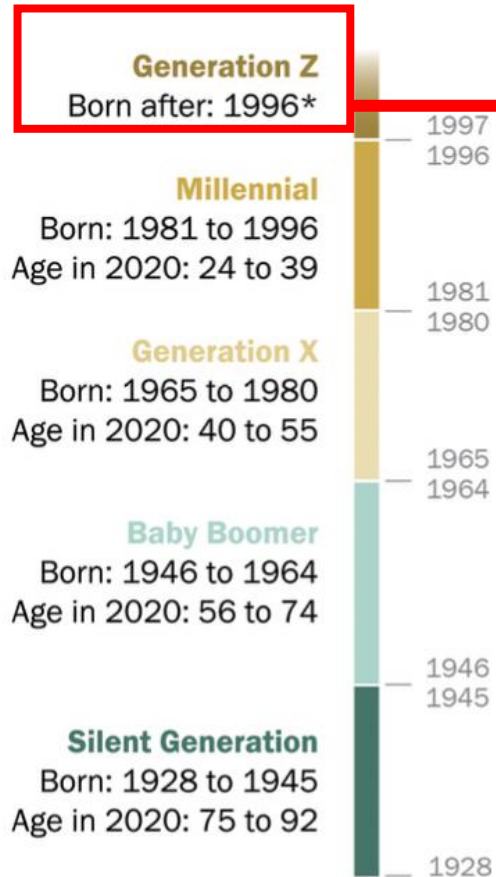
No, its just a few of them

GENERATION Z: CONNECTED FROM BIRTH.

Born mid-1990s to 2010.



The generations defined



*No chronological endpoint has been set for this group.

"On the Cusp of Adulthood and Facing an Uncertain Future: What We Know About Generation Z So Far"

PEW RESEARCH CENTER

Who are we??

~25 percent of the U.S. population

ages up to 26 (1996-2010)

Socially conscious

- Grew up with iPhone® iPad® , Social media etc
- tech-savvy, digital natives

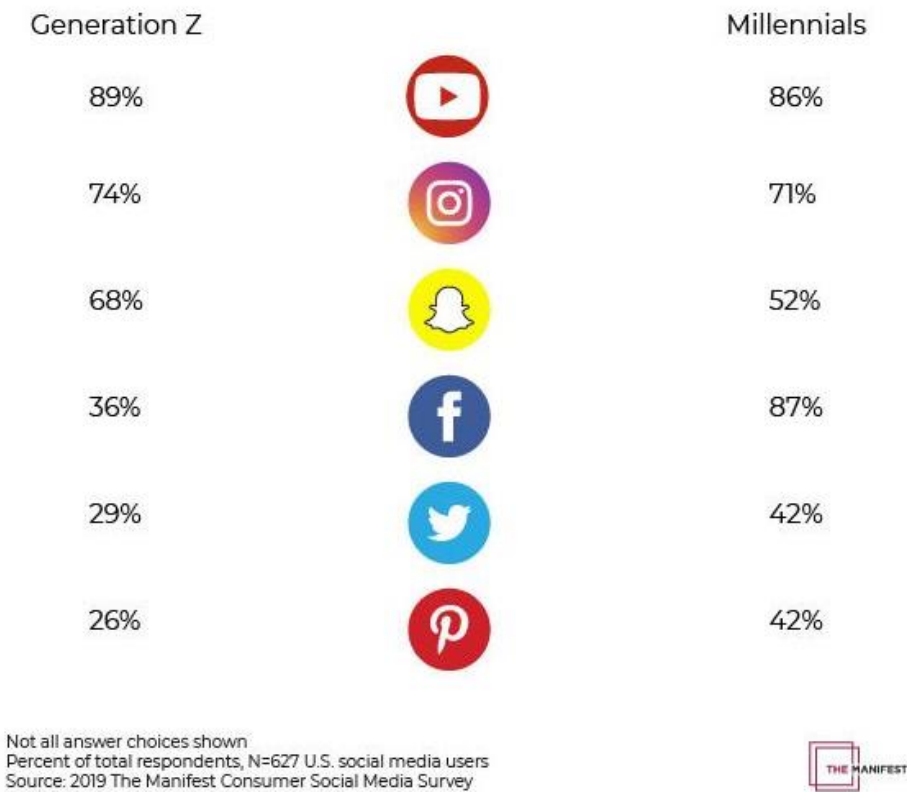
Differently focused

- Shorter attention span
- Like being coached than being taught
- Multi-taskers

Prefer learner specific teaching methods

- Frequent feedback
- Online videos-self paced

Generation Z differs in media consumption even with Millennials



<https://themanifest.com/social-media/how-different-generations-use-social-media>

Millennials
vs Gen Z

| Generation type | Teaching methodology/aids |
|-----------------|---------------------------|
|-----------------|---------------------------|

| | |
|--------------|-----------------------------------------------------|
| Baby boomers | Chalk and talk |
| Generation X | Chalk and talk, overhead projector, slide projector |
| Generation Y | Chalk and talk, PowerPoint presentation, videos |
| Generation Z | Chalk and talk, PowerPoint presentation, videos |

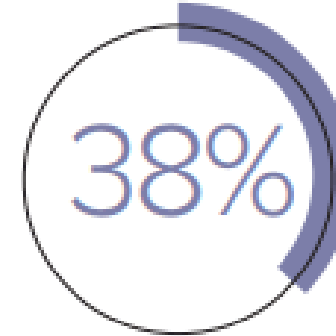
Learning
styles

How do Gen Z
want to
learn??

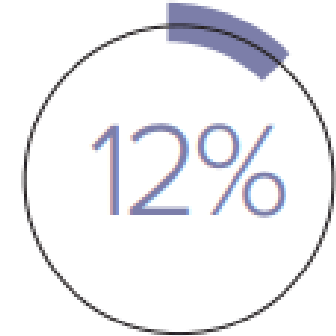
HOW DOES GEN Z LEARN?



By doing
(e.g., working through
examples)



By seeing
(e.g., reading course
materials)



By listening
(e.g., classroom
lecture)

<https://www.bncollege.com/wp-content/uploads/2018/09/Gen-Z-Report.pdf>

What would you do?

How to customize dental education to Generation Z



Interactive session



How could you modify your course?



Our Courses:

- Oral Radiology and Oral Surgery
- Traditionally very heavy in knowledge-based content
- Challenge to modify to fit the new learning styles



Challenges Facing Oral Radiology education!

New technology-Learning curve

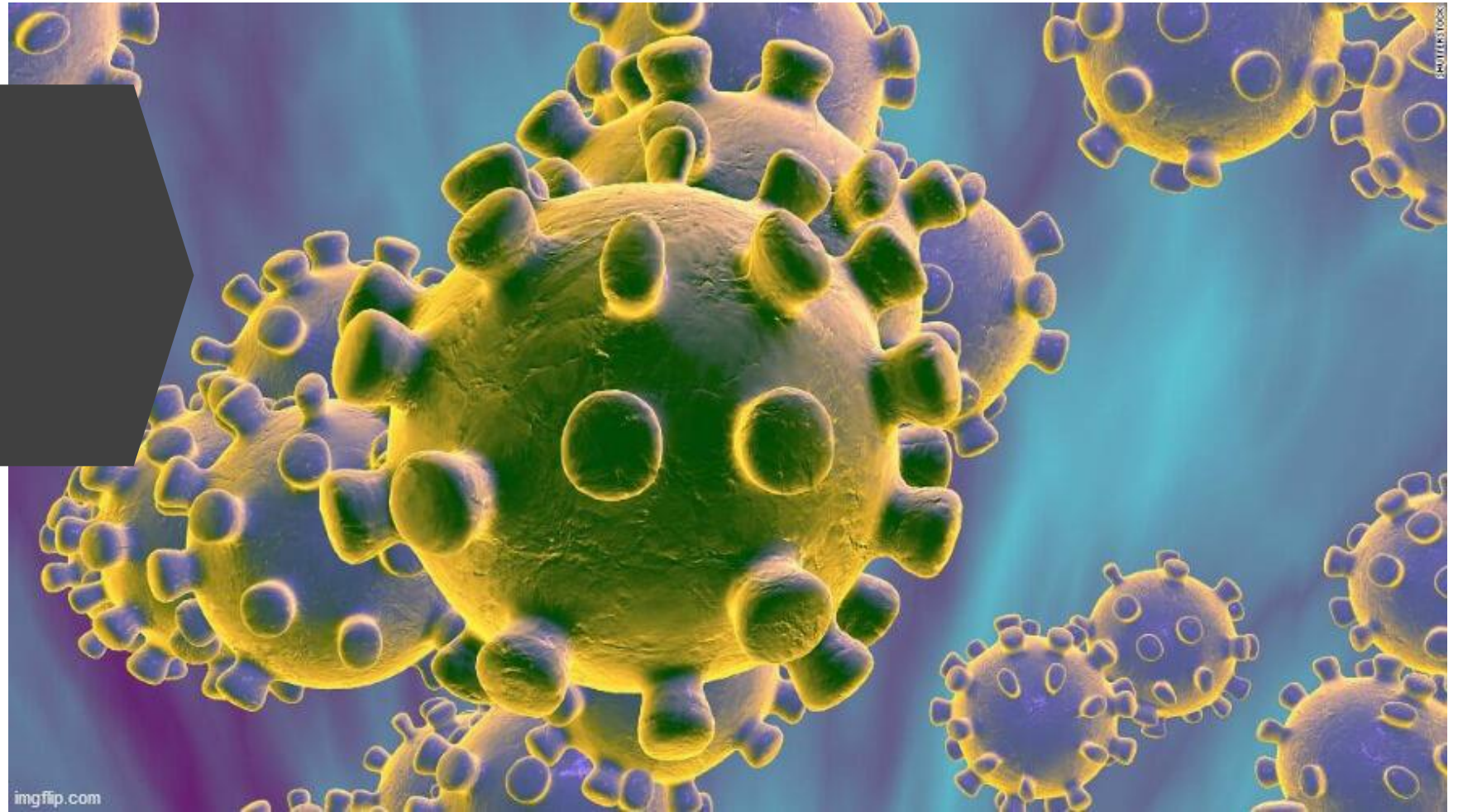
“Gen Z” entering dental school

More Inter-disciplinary education

Covid 19 crisis!!!



Further
Challenges
imposed by
Covid-19!!



Challenges in Oral Radiology teaching during Covid-19 pandemic- Pontual et al;
Dentomaxillofac Radiol 2020 Jul; 49 (5)

Remote access class

- Microsoft teams, zoom, google classroom

Image interpretation

- Instagram, Linked-in, YouTube

Blended learning models

- Synchronous and Asynchronous

Zoom fatigue is real!

Documenting uncertainty: Online learning and emotional stress during a global pandemic, Hamil et al, J Dent Educ. 2020;1-2.

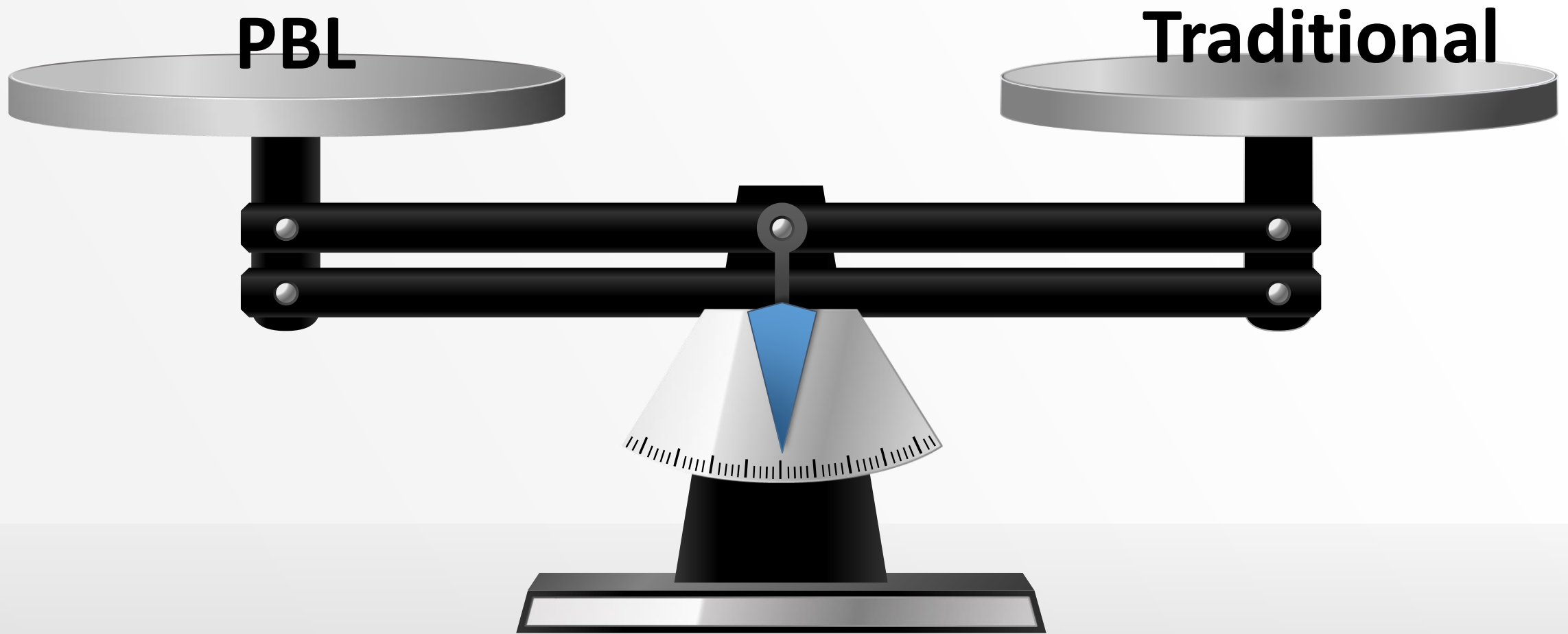


What is the Student Perspective?



Effectiveness of E-Learning in Oral Radiology Education: A Systematic Review; Glaucia et al.

Using Twitter for Teaching and Learning in an Oral and Maxillofacial Radiology Course,
Gonzalez et al



Solution: Balanced approach!!!

VoiceThread 1

Students post recordings
Comment on each other's videos



Peer feedback

The elements of constructive feedback
Language for feedback
Feedback practice with model video and forum

VoiceThread 2

Students post recordings
Comment on peer group members' videos, applying constructive feedback



Reflection

Reflection-on-action and reflection-for-action
Sample reflection on model video
Students' reflection on VoiceThread 2

VoiceThread 3

Students post recordings incorporating feedback from peers and instructor
Comment on peer group members' videos



Use of
Voice
Thread in
Radiology
curriculum



Oral and Maxillofacial Surgery

Changes: Spring 2019-2022

Requirements for change

Gen Z was approaching

Clinical/Procedure based course

Increased need for audio-visual teaching aids

More emphasis on practical applications

More emphasis on competency of a general dentist

INBDE changes

COVID 19!!!!!!



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Changes

| Classroom | Core | Avoid | Retain |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <p>Classroom sessions</p> <ul style="list-style-type: none">• Less in number• Case-based interactive sessions | <p>Core lectures</p> <ul style="list-style-type: none">• online lectures• Addition of audio-visual teaching aids where possible• Procedure videos | <p>Avoid redundant material from other clinical courses</p> | <p>Course credit hours will remain same</p> <ul style="list-style-type: none">• 1.5 Credit, 25 hrs |

Course outline changes

- 21 classroom lectures
- 4 tests
- 1 spring break
- 1 Review



12 Audio/Video online lectures



9 classroom case- based interactive sessions



3 tests



9 Online Pre-class tests



1 spring break



3 Reviews



Touch Surgery: Surgical Videos

Surgical Training Simulator



ORO-MAXILLOFACIAL SURGERY

Q Search Oro-maxillofacial Surgery Procedures



Anatomy for Maxillary Sinus Floor Augmentation

Simulation | 2 Phases



Anterolateral Thigh Flap

Video simulation | 3 Phases



AO Mandible Symphyseal and
Subcondylar Fracture

Simulation | 2 Phases



AO Nasoorbitoethmoid (NOE) Fractures

Simulation | 8 Phases



Condylectomy of the Temporomandibular Joint
(TMJ)

Video simulation | 1 Phase



CANVAS

TEACHER

ORSG-733-001-SP2022 -
PRINCIPLES OF ORAL & MAX SURG
Spring 2022

Announcements

Assignments

Discussions

People

Pages

Files

Syllabus

Quizzes



Courses

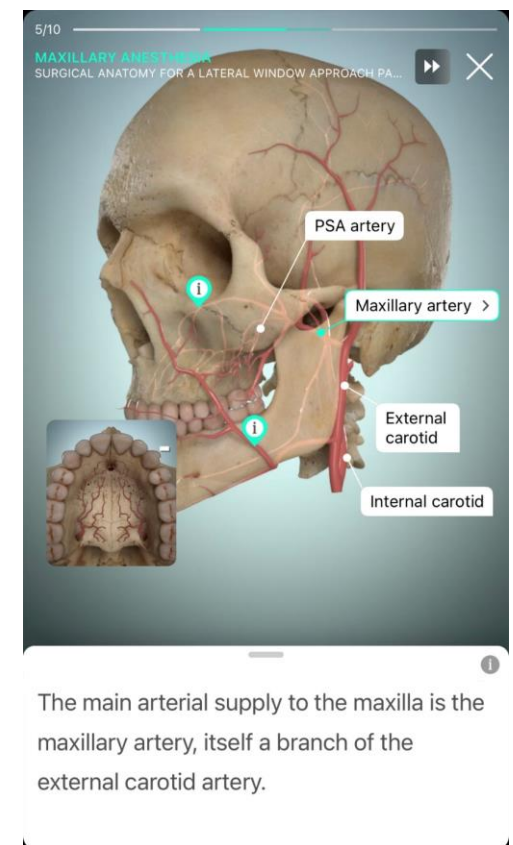
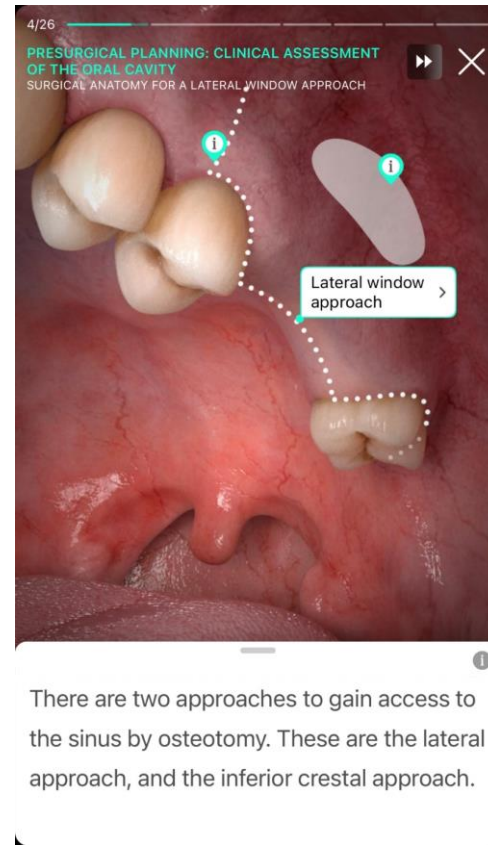
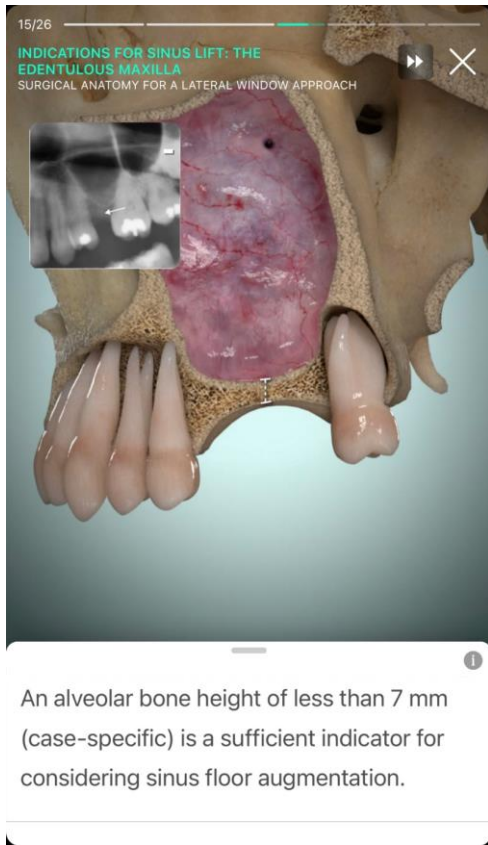


To Do

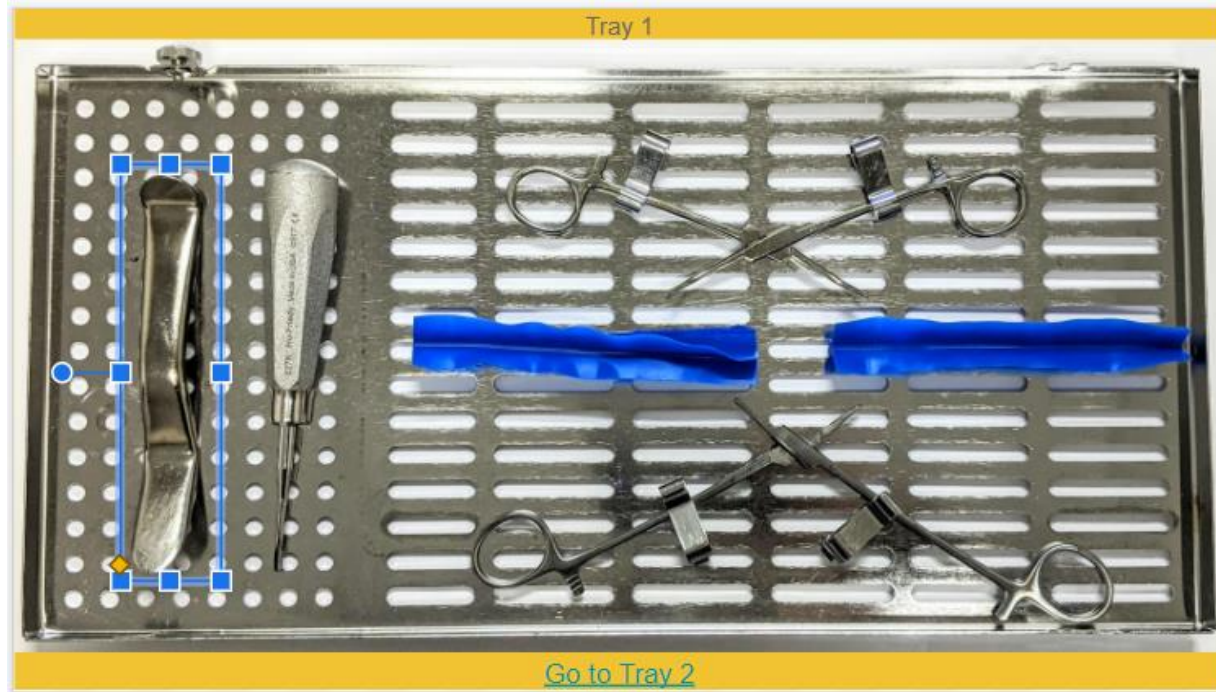


Inbox

App based education



App based education



Place end of elevator
(show image of irish
elevator on left side)
between crest of
alveolar bone and root
surface of the tooth,
below the crown
(Insert diagram of this
placement).

erial Extractions Final

01:13



Irish

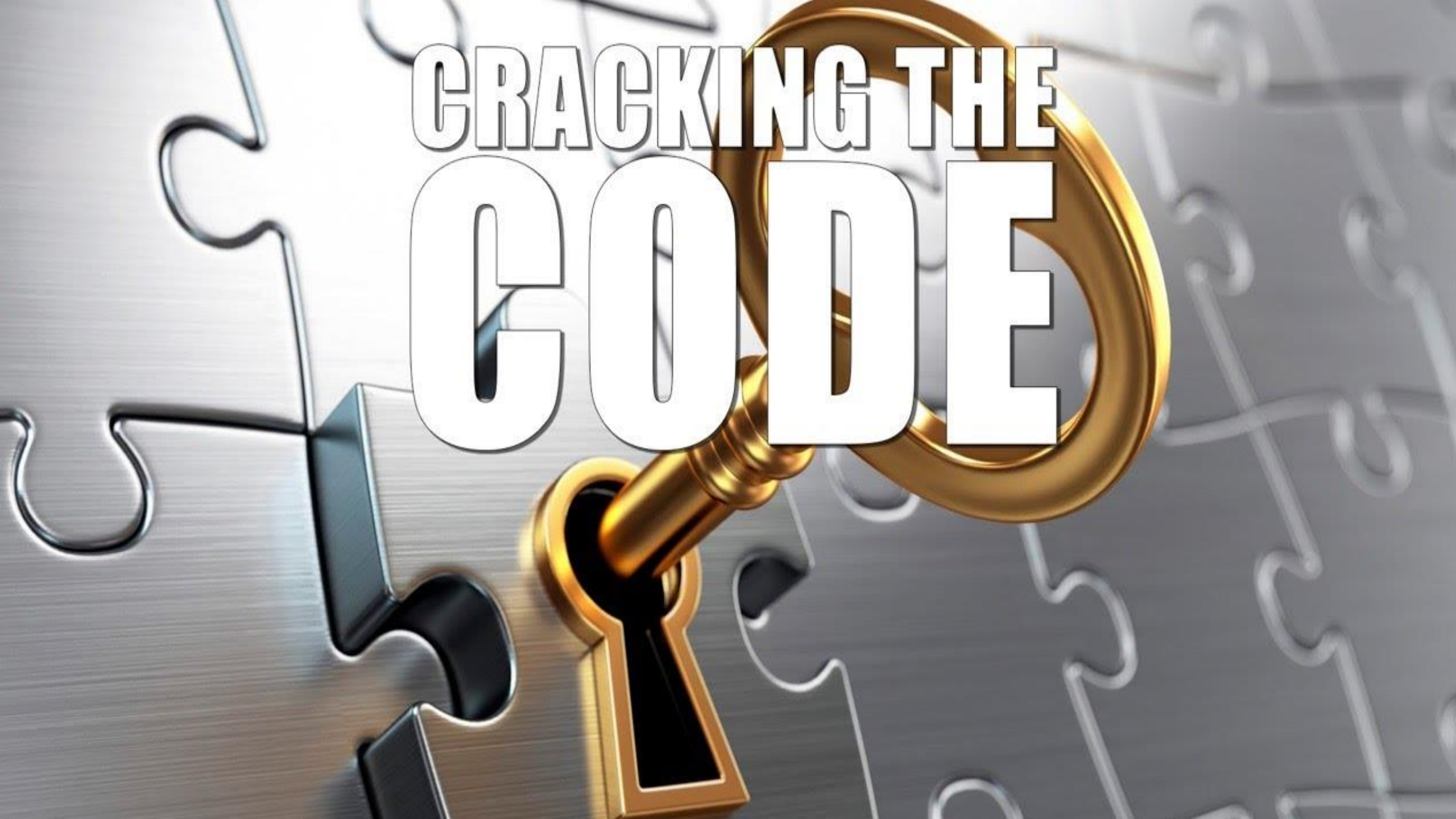


Audio-Video Supplements



Simulation training

CRACKING THE CODE





References

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Schenarts PJ. Now Arriving: Surgical Trainees From Generation Z. Journal of surgical education. 2020;77(2):246-253. doi:10.1016/j.jsurg.2019.09.004