Global Dental Digital Learning Communities

Learning or Social Networking?
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University of Birmingham
Diastemas.net is a web platform designed for dental students. The word diastema is derived from the Greek word diastema which means interval and is the root word for distance and in dentistry diastema is the word used to describe a gap or a space between teeth. Therefore, naming this web platform diastemas is appropriate as the site is used to connect dental students studying at a distance from one another in different schools. The site enables our students to blog and build communities, with similar features to many social media websites like Facebook and MySpace.

Read more

Term Reports
You have no term reports.

Links

For better dentistry

The international peer review project is kindly sponsored by Dentsply U.K.
Diastemas.net is a web platform designed for dental students. The word diastema is derived from the Greek word distal, which means interval and is the root word for distance, and in dentistry diastema is the word used to describe a gap or a space between teeth. Therefore naming this web platform diastemas is appropriate as the site is used to connect dental students studying at a distance from one another in different schools. The site enables our students to blog and build communities, with similar features to many social media websites like Facebook and MySpace.

Read more
A web platform - UBC
A web platform - UHK
A web platform - UB
A web platform – UCSF
UBC student’s blog

Class II Amalgam Preparation/Restoration
Submitted by: UBC student on Thu, 01/21/2010 - 21:27
Here is my presentation. I look forward to your comments and questions!
7 comments 1 attachment

Introduction Letter
Submitted by: UBC student on Thu, 01/21/2010 - 20:58
Add new comment 1 attachment

Class II Amalgam Preparation/Restoration
Submitted by: UBC student on Fri, 10/23/2009 - 12:50
Add new comment 1 attachment

Letter of Introduction
Add new comment 1 attachment
Welcome!

...to Class II Amalgam Preparation/Restoration 101
The End!

Hopefully that was an enlightening experience! I hope you learned something from the presentation. I look forward to getting your feedback and learning if there are any differences in how it is done at your school.

~Amanda~
Class II Amalgam Preparation/Restoration

Submitted by UBC student on Thu, 01/21/2010 - 21:27

Here is my presentation. I look forward to your comments and feedback.

7 comments  1 attachment
I hope that explanation helps.
Commentary on your project
Submitted by: UCSF on Mon, 02/01/2010 - 15:07.

Reviewing your powerpoint, I first noticed that you began your box form with the 3300, whereas we are taught to use the 34D, which is a little shorter. Also I feel using the 34D but rather than the 3300 to begin the preparation gives me more control in getting a good access into the gingival floor and minimizing knocing the adjacent tooth.

Another difference I noticed is that you have a requirement of mesiodistal length of the box form to be 1.5mm or more, whereas we measure it with a #10 hatchet or a #12 Hoe and measure it to be about 1.3mm.

In our school, we did not do the occlusal slot with the dove-tail. But the preparation looks good and your argument of it having resistance to displacement and conservation of the enamel makes sense.

The content of the powerpoint was good, though some of the images were overlapping the words and it was hard to read. You had good points and the preparation and restoration looked good.

Hi UCSF are a few
Submitted by: UBC on Mon, 02/01/2010 - 22:38.

There are a few reasons why we don't use retention grooves at UBC. We are taught to extend the preparation onto the occlusal surface ending in a dove-tail and this is what gives our class II preparation design resistance form. One of the reasons we do this, and not simply a proximal box preparation, is for the added bulk of amalgam providing more strength to the restoration.

Furthermore, at UBC we open the proximal box in the mesial-distal direction until the contacts are broken. This creates a wide proximal box in many cases and as the scan of the box increases the use undercut becomes less functional as they are no longer parallel. Furthermore in this case the use of pins or bonding systems would be required to maintain any resistance form and these have their own complications. This information comes from our operative textbook: "Fundamentals of Operative Dentistry" by James B. Summit et al. This being said however, I did find a paper (Effects of preparation designs and adhesive systems on retention of...
A Student’s Guide to Strengthening an Online Community

By Richard West

TechTrends September/October 2010
volume 54 (5)
Community

“feelings of trust, respect, or relationship”
“feelings of trust”
Community

“feelings of ….. respect, ……………..
Community

“feelings of ............. relationship”

Country. I will be posting my blog onto my Diastemas Learning Community. Feel free to ask me questions on my blog site or contact me at achai@interchange.ubc.ca. I hope this will be an unforgettable experience for both of us!

Sincerely,

Angela Chai

A picture of me in the UBC Nobel Biocare Oral Health center.
Community

“feelings of .............. relationship”

I hope this will be an unforgettable experience for both of us!
A guide to Netiquette
Why bother????????

- More reflective discourse

Hawkes, 2006
argument for the lack of retention grooves makes sense and seems to be well supported with your text. I do agree that there are various ways to do dentistry, this being one of them.
Higher student engagement
Watkins, 2005
Greater respect for diversity
Watkins, 2005

“before this project I would have said something was done poorly now I would say it was done differently”
- Greater respect for diversity
  Watkins, 2005

“It made me feel more connected to my colleagues around the world”
Higher intrinsic motivation
Watkins, 2005

DIASTEMAS REFLECTIONS

feedback, a delicate skill in dentistry. This matches the steps for critiquing work discussed by Brennan, Monroy-Hernandez, & Resnick (2010) where one first summarizes the information and comments on how the work relates to self or what one liked, then answers any specific questions, asks questions for clarification while suggesting alternate methods, and finally offers encouragement. Observing these skills reinforces my development as a dentist and provides a framework on which I can structure my communication and feedback when I become a more active member in the community.
Higher intrinsic motivation
Watkins, 2005

Observing these skills reinforces my development as a dentist and provides a framework on which I can structure my communication and feedback when I become a more active member in the community.
Higher learning outcomes

Watkins, 2005
Critical Inquiry in a Text-based Environment Computer Conferencing In Higher Education

Community of Inquiry

Elements of an Educational Experience: Figure 1

- Social presence
- Cognitive presence
- Teaching presence

Educational experience
Community of Inquiry

Elements of an Educational Experience: Figure 1
Community of Inquiry

Teaching presence

Educational experience

Elements of an Educational Experience: Figure 1
Teaching Presence

- Instructional Design
- Building Understanding
- Direct instruction

The Internet and Higher Education 2(2-3): 87-105
Teaching Presence: Instructional Design

- Selection
- Organization
- Community content

The Internet and Higher Education 2(2-3): 87-105
Teaching Presence: Building Understanding

UBC’s experience

Teaching Presence: Building Understanding

- dialogue/workshops
- f2f discussions with the students
- vertical integration
- reflection assignments
Re: diastemas posting

You replied to this message on 14/02/2011 9:02 AM.

Sent: Sun 13/02/2011 10:24 PM
To: Gardner, Karen Mary

I hope you had a relaxing weekend!

In terms of the diastemas assignments, I'm am a tad confused as what we're supposed to do. If I understand this correctly we have two separate tasks to complete:

a) "participating in at least 3 discussions" in our online group between Feb 4-18. I have read some of the postings from the group that I am in however am unsure as to how I am supposed to approach this assignment. The topics discussed in my group are in regards to restorations that I do not believe I have had any prior teachings on and it would seem out of place for me, in my opinion, to discuss something that I have no knowledge base on. Any suggestions would be greatly appreciated on this!!
Teaching Presence: Direct Instruction

I have had a few students unsure of how to participate on the Diastemas site. I understand this is new to you and I hope I can clear up some of the confusion. I have outlined a reflection in your assignment answering the 3 questions What, Now What and So What which should be your framework for your reflection. What did I learn from this exercise? So What – why is it important that I learn this? Now What – How can I apply what I have learned in this exercise to my future learning and professional development?
I also understand most of you have probably never been in a learning community and are unclear of the different levels of learning. As lurkers you are juniors in this community and you need to learn from the senior members. Don’t get bogged down in the technical “stuff” you will learn that soon enough. Try to learn from the interactions how do these seniors approach each other? What beside the technical “stuff” is being learned? Identify yourself as a lurker, ask a question at your level (the seniors were just there) and they will help you. For example you may focus on communication (netiquette), relationship building, information analysis, information gathering, leadership, help. These are all learning skills required of the dental professional. I hope this sets you on your way again.
... What beside the technical “stuff” is being learned? Identify yourself as a lurker, ask a question at your level (the seniors were just there) and they will help you. For example you may focus on communication (netiquette), relationship building, information analysis, information gathering, leadership, help. These are all learning skills required of the dental professional. I hope this sets you on your way again.
Community of Inquiry

Elements of an Educational Experience: Figure 1
Community of Inquiry

Elements of an Educational Experience: Figure 1

- Cognitive presence
- Educational experience
Community of Inquiry

Cognitive presence

Less interaction
More critical thinking

Elements of an Educational Experience: Figure 1
argument for the lack of retention grooves makes sense and seems to be well supported with your text. I do agree that there are various ways to do dentistry, this being one of them.
Community of Inquiry

Elements of an Educational Experience: Figure 1

- Social presence
- Cognitive presence
- Educational experience
- Teaching presence
Social Presence

Emotional Expression

emoticons

The Internet and Higher Education 2(2-3): 87-105
Social Presence

humor

The Internet and Higher Education 2(2-3): 87-105
Social Presence

Self-disclosure

The Internet and Higher Education 2(2-3): 87-105
Social Presence

Emotional Expression

The Internet and Higher Education 2(2-3): 87-105
Apology isn't necessary, I was just curious to check it out :)

Apology isn't necessary, I was just curious to check it out.

Sarah
Social Presence

Emotional Expression
Open Communication
Group Cohesion

The Internet and Higher Education 2(2-3): 87-105
Social Presence

Open Communication

mutual awareness
recognition of others’ accomplishments

The Internet and Higher Education 2(2-3): 87-105
Social Presence

Open Communication

mutual awareness
recognition of others’ accomplishments

The Internet and Higher Education 2(2-3): 87-105
Social Presence: Open Communication

Hi UCSF

How are you? Vancouver is beautiful. The weather is fairly mild and for ski lovers, Whistler (one of the best ski resorts in the world) is only a few hours drive away. Unfortunatley, I don't ski, but I usually go up to Whistler in the summer time for hikes and summer fun. Each things can be said about the United States. I am guessing Vancouver, being on the West Coast, would be quite similar to your city. Are you there just for dental school or you have lived there for most of your life? I heard many good things about SF from a close friend of mine in high school who moved down there for work. I just hope that I would get to visit the city someday.

take a look at my reply to the great points you brought up for my tunnel preparation and restoration presentation.

Don't worry about the weird title - I have figured that it was not you. I have been getting the weird "72 1024x768 Normal 0 false false false EN-CA X-NONE X-NONE" entry in my posting as well. I think it is something new.

:)

UBC

The Internet and Higher Education 2(2-3): 87-105
In our school, we did not do the occlusal slot with the dove-tail. But the preparation looks good and your argument of it having resistance to displacement and conservation of the enamel makes sense.
Social Presence

Open Communication

mutual awareness
recognition of others’ accomplishments

The Internet and Higher Education 2(2-3): 87-105
There were some problems I encountered when I was doing a Class II amalgam prep. I was wondering if you have similar problems and how would you solve them.
I liked how you referenced everything.
For HKU, all the steps for amalgam preparation and your school are the same.
Class II cavity preparation and composite resin restoration

Dear all,

the powerpoint summerize my work on making a Class II cavity preparation and a composite resin restoration, including the procedures and some relevant discussions. Please feel free to take a look and raise any questions. look forward to discussing the relevant issues with all of you!

Cheers,
Social Presence

Emotional Expression
Open Communication
Group Cohesion

The Internet and Higher Education 2(2-3): 87-105
Social Presence

Group Cohesion

The Internet and Higher Education 2(2-3): 87-105
Social Presence: Group cohesion

Please take a look at my work, too! I am hoping to also get some feedback from you on my 45 Markley slot that was posted in my first message. I am looking forward to hear your feedback.

Hi UBC, Could you please review and give me feedback about my project? Thank you.

The Internet and Higher Education 2(2-3): 87-105
- Being part of an online community breaks down cultural differences
- Perceived closeness since time and space aren’t really felt
- Being part of an online community breaks down cultural differences
- Perceived closeness since time and space aren’t really felt
To my colleagues around the world

I would like to share the following presentation with you. It documents the preparation and restoration with composite of a posterior natural tooth.

https://portfolio.ucsf.edu/view/view.php?i=up800EA4xqSga7CHJdp

Attachment

diastemas_intro_letter.doc
7.81 MB

Groups: IPR 118

Comments

response to composite preparation new
Submitted by UBC in Tue, 01/18/2011 - 15:39

I think you have done an excellent presentation on your composite Class II prep and restoration. Very
The Internet and Higher Education 2(2-3): 87-105
Discussion

The Internet and Higher Education 2(2-3): 87-105
Critical Inquiry in a Text-based Environment

The Internet and Higher Education 2(2-3): 87-105
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