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# EUROPEAN DENTAL SCHOOLS' PROVISION OF LIFELONG LEARNING. STEP 2: DESIGN OF AN E-MODULE FOR ADULT LEARNERS

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## Introduction

The **DentCPD** project (Dental Continuing Professional Development) aims at the harmonization & standardization of European Dental Schools' programs of continuing professional development for graduate dentists. The project aims to identify agreed essential CPD requirements, provide guidelines for the management and delivery of high quality CPD by European dental schools and create an exemplar e-module for the dental practitioners. The project partners are the Dental Schools of Cardiff University (U.K.), Athens University (Greece), Helsinki University (Finland), ACTA (the Netherlands), Rīga Stradiņš University (Latvia) and the Association for Dental Education in Europe (ADEE).

## Aims

This second part of the **DentCPD** project aims at designing an educational e-module on the core topic of "Sterilization and Cross-infection control in the dental practice", intended for the lifelong learning of dental practitioners.

## Methodology

In order to develop the e-module, the team members identified three areas of relevance: a) the educational content, b) the methodology of delivery of e-learning material and c) the structure and design of the e-pages.

a) The educational content was developed by an expert on the subject and was based on the most recent guidelines on the sterilization procedures. The content was divided in small sub-units; each one referred to a specific procedure and was supplemented by explanatory pictures, videos and tables. Self-assessment questions were also created. b) The methodology of delivery was based on the e-learning and the adult learning pedagogical principles. c) The structure of the content followed the methodological framework of educational material, which identifies and groups all the necessary elements for a comprehensive e-material: text, tests, conclusions, aims, links, photos, key words, etc.

## Results

The e-module was developed in the format of an interactive website. The web page was divided in 3 sections, the main (larger) section contained the study material, the left section contained the navigation options and the right section included the relative literature. The self-assessment tests were integrated into the text. Separate frames included the aims and objectives of the course and the expected outcomes. In all sub-units of the content, the theoretical knowledge was combined with the practical procedures, in an effort to combine theory with practice.

Background, font colours and chromatic contrasts were chosen according recommendations for effective distance legibility. Highlighted titles and key words re-directed learners to additional or complementary material. Effort was made to limit each sub-unit of the content into one internet page. Symbols were used instead of words or texts. Windows that opened on top of the text, including short explanations or summaries, enabled the fragmentation of the learning material. Instant feedback was provided for the self-assessment tests.

## Conclusions

The development of an educational e-module for dental lifelong learning requires a combination of approaches – pedagogy, design, e-learning, adult learning – in order to be educationally efficient and beneficial for the dental practitioners who will apply it to their everyday practice.

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