Combination of Multiple Teaching Methods in Oral Histopathology Teaching

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Abstract. Oral histopathology is an important bridge between the basic medicine and clinical medicine of oral specialty. It is very important for students to learn this course. Of course, achieving good teaching results is an irresistible duty for teachers. In order to improve the quality of teaching and obtain good teaching results, we explored teaching methods based on the combination of LBL, CPC, and case-based teaching method. It was confirmed that the combination of multiple teaching methods adapts to clinical and teaching needs and can be well trained. Students' comprehensive professional abilities can be well trained.

Introduction

Oral Histopathology (OHP) is a combination of theoretical and practical disciplines. Students can only consolidate and deepen understanding of theoretical knowledge through repeated practice. The traditional method of Lecture-Based Learning (LBL) can no longer satisfy the students' needs and use of knowledge. In order to allow students to learn, learn, use, and use the knowledge of this course, to facilitate the learning of clinical courses and the need for work, we have explored a combination of teaching methods for teaching methods in theoretical teaching.

The significance of combination of multiple teaching methods.

The combination of a variety of teaching methods to meet the clinical and teaching needs. In the teaching process, a combination of teaching methods using a variety of teaching methods, can develop a good political quality, rich professional knowledge, skilled operating skills, have a stronger self-learning ability of new knowledge, new technologies, with a scientific clinical Practical health talent with thinking and innovation capabilities.

LBL teaching method combined with a variety of teaching methods is suitable for academic requirements. Although LBL teaching method attaches great importance to imparting knowledge and ignoring ability training, it is not conducive to the disadvantages of cultivating students' self-learning ability and innovative spirit. However, it is one of the oldest methods in education history and still has many advantages in teaching\textsuperscript{[1]}. Teachers can profoundly and systematically teach basic concepts and basic theoretical knowledge, easily master the teaching schedule, and students can fully grasp the knowledge. In view of the current large-scale enrollment expansion in colleges and universities, the quality of students in the schools is uneven, students have diversified compositions, the learning base is uneven, and the overall learning ability is low. In some chapters, especially basic knowledge and basic theories, teaching methods centered on teaching need to be adopted in order to improve the students' basic theory and basic knowledge and to make a good knowledge of relevant chapters.

Using a combination of teaching methods to cultivate students' comprehensive professional competence. This model has changed the situation in which teachers are the only center and students are passively accepted. Through students' CPC teaching methods, case studies and other teaching sessions, students actively participate in teaching activities, effectively improving students' learning initiative and enthusiasm, cultivating students' logical thinking ability, and improving
students' self-learning ability, clinical analysis ability, and resolution. Problem-solving ability has cultivated students' language expression, interpersonal communication ability and teamwork spirit, which has laid a solid foundation for the students' comprehensive professional ability training.

**Application of multiple teaching methods in oral histopathology.**

There are 100 students in our two dental classes in 2014 as research subjects. One class (50 people) was randomly assigned to the experimental group, and 2 classes (50 people) were set as the control group. Both groups use the same teaching material, "Oral Histopathology," taught by the same teacher, with the same teaching content and teaching time. The control group adopted the traditional LBL teaching method. Teachers use videos, multimedia courseware, pictures, specimens and other auxiliary aids to assist teaching, and systematically teach basic concepts and basic theoretical knowledge in the teaching process. The teaching process includes organizational teaching, pre-class review assessment, introduction of new courses, new curriculum teaching and practice consolidation. The experimental group selected part of this chapter to adopt LBL teaching method, and some chapters used CPC teaching method, case teaching method and other teaching methods to teach. Clinical-Pathology Conference: the teacher selects 1-2 key cases for each course and displays the clinical data in multimedia format, such as patient age, gender, and clinical presentation, and then publishes the corresponding pathological slice data for observation and discussion, make a diagnosis, the basis of the narrative. After the group reached a consensus, one representative was selected for diagnosis and evidence. Students can choose the characteristics of the disease from the clinical data, indicate the typical lesions of the slice, and finally make a diagnosis and differential diagnosis. When the diagnoses between groups are the same, they can complement each other. If not, you can discuss it. The teacher can inspire and induce, finally announce the answer and summary. Case teaching method: According to the teaching purpose and teaching content requirements, teachers introduce students to specific situations with real or well-designed cases, guide students to analyze cases, ask questions and solve problems. The contents of the case will be presented to students, guide students to analyze the etiology, clinical manifestations and pathological contents, etc., to deepen the students' understanding of the disease so as to achieve the teaching effect.

Through a survey of student self-assessment and teaching satisfaction, the results found that most of the students in the experimental group evaluated the teaching model as follows: they can increase their initiative and enthusiasm for learning, improve their self-learning ability and clinical analysis, solve problem-solving abilities, and improve learning efficiency. Develop teamwork spirit. There was a significant difference between the experimental group and the control group (P<0.01 or P<0.05). The experimental group's satisfaction with the teaching model was significantly better than the control group, with significant differences (P<0.01). The number of people who participated in the final examination was 100. There was no shortage of examinations. The average score in the experimental group was significantly higher than that in the control group, with significant difference (P<0.05).

**Discussion**

The traditional teaching method is based on theoretical explanation and slide show. The experimental course focuses on students watching the teaching slice. The disadvantages are the rigid class style, lack of affinity and vividness, and fading after class. In response to this situation, the teaching and research section has established a multi-modal teaching model to form a disease-centered curriculum system[2].

The combination of multiple modes of teaching requires a strong teaching staff. In this teaching mode, because it involves teaching methods such as lecture-centered teaching, CPC teaching, and case-based teaching, this requires teachers to have certain clinical work and teaching experience, and has strong organizational skills. Before the class, teachers should make full preparations before class[3]. In teaching, teachers should control the rhythm of the classroom, inspire students' thinking, mobilize their interest in learning and enthusiasm. This requires teachers to have high teaching skills and rich clinical experience, and spend more energy to complete the teaching tasks.
Some students with low learning abilities are also accustomed to teaching methods that are teacher-led. They are difficult to adapt to self-learning discussions and online learning methods to find information. Therefore, in the teaching process, teachers should gradually and gradually adapt students to new teaching models.

The construction of a combination of multiple modes of teaching model has played a positive role in improving the teaching effect of oral histopathology and enriched the teaching content of oral histopathology, which not only improved students’ interest in learning, but also cultivated students’ self-learning. Ability, ability to analyze and solve problems, and innovative thinking lay the foundation for cultivating complex talents who are facing a new era and have extensive knowledge, so that students can benefit for life.

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