

Orthodontic Faculty Development Fellowship Award

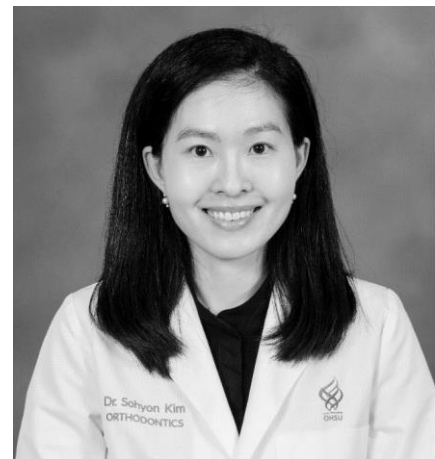
Dr. Sohyon “Michelle” Kim, Oregon Health & Science University

2021 Willie and Earl Shepard Orthodontic Faculty Development Fellowship Award

Blended learning model for cephalometrics amid and after the COVID-19 pandemic

Principal Investigator: Sohyon “Michelle” Kim, DMD, MS

Biography: Dr. Kim was born in Seoul, South Korea. Her university degrees are from Yonsei University: BA and BBA (1998-2003), the University of Pittsburgh: DMD (2009-2013), and Portland State University: MS (2018-2020). Prior to her faculty appointment with OHSU, she worked as an associate orthodontist in Texas and an adjunct instructor of Orthodontics at the University of Pittsburgh (2016-2017).



Description of the Project: The COVID-19 pandemic has posed a number of challenges to dental educators, but it has also allowed us to try novel ways of teaching. The combination of different types of teaching methods is known as “blended learning.” This educational strategy combines, for example, face-to-face classroom activities with pre-recorded lectures. The 2010 U.S. Department of Education review of evidence-based practices in on-line learning reported that blended education is more effective in achieving student attention than utilizing a single type of educational method. Despite the advantages of blended learning, reports of its application in dental education are uncommon. A scoping review (1) of flipped classroom use in dental education revealed only 17 studies that met inclusion criteria and none involving orthodontic topics. It revealed that most studies showed that blended learning improves student satisfaction but the effect on academic scores and skill development needs more research.

Therefore, this study will address these needs by testing the hypotheses that the blended learning model for cephalometrics is not different from the traditional instruction in terms of its effectiveness and student satisfaction of their learning experience.

Specific Aims:

1. To determine if there is a significant difference in student performance in cephalometric education when delivered via a blended learning versus traditional instruction
2. To assess student satisfaction of the learning experience in cephalometrics with a blended learning model

3. To survey students regarding how the COVID-19 pandemic related changes affected their stress levels, their dental education, and their future careers

How orthodontic education will benefit from the award: Currently, there is little information concerning the benefits of the blended learning in orthodontic education. The AAOF award will support the development of a body of knowledge that will be used to make informed decisions concerning the advantages of the blended learning in orthodontic education.

Why the Foundation is important to the project: The funding from the AAOF supports my developmental plans as a junior faculty so that I can further develop myself as a scholar, an educator, a researcher, and a clinician.

How Foundation funding has advanced my career: I received the OFDFA funding in 2019 that has been a tremendous help for me to grow as an orthodontic educator. This funding will be a key component for me to continue to succeed as a junior faculty and develop myself as an academic orthodontist.

1. Vanka A, Vanka S, Wali O. Flipped classroom in dental education: A scoping review. Eur J Dent Educ. 2020;24(2):213-26.