

Engaging Instruction Artifacts

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To foster learning and support student engagement, educators must actively consider the lessons and content they are presenting to their students (Milner et. al., 2019). Reflecting not only on our knowledge of what we are teaching, but also how our students best learn, can help us all be successful (Milner et. al., 2019). Just as Himmele & Himmele (p.3, 2017) discuss, classroom engagement is usually carried out by the same two-to-three students while getting little feedback from the rest and not being able to accurately gauge an assessment of understanding with the class. There are a few active participation techniques we use in dental hygiene education that I find helpful, however, there are a few new activities I would like to introduce into my classroom.

Artifact #1 – The Ripple

“Read the patient case scenario provided and develop an individualized treatment plan that you will share with a group and then present to the class”.

I like to provide a patient case to my students including radiographs, periodontal assessment, intra/extra oral assessment findings, and intraoral photographs, along with a brief medical/dental history and chief complaint to them to thoroughly review. We may start this as an online discussion topic or assignment. They determine the treatment plan they think necessary and then are put into small groups to discuss and collaborate in class together. At the end of the allotted time, each group will present their recommendations to the class. Rippling ensures all students can reflect individually and then contribute to the class (Himmele & Himmele, 2017).

Artifact #2 – Quick-Draws

“Reflect on the information from the Wilkin’s Textbook Chapter 17 Dental Soft Deposits, Biofilm, Calculus, and Stain and the process for caries development. Then, create an illustration depicting the caries process and timeline.”

This is something new for me that, at first, did not think would work in my area of education. However, the more I contemplated it, the more it made sense. Not all students learn by reading text or being lectured to and drawing may reach those students who are more hands-on learners. Topics such as the caries process are detailed and involved and visualizing the process drawn out on paper could be an effective learning tool.

Artifact #3 – Classroom Clickers

I could use this technique in many areas that I instruct, and it has been appealing to me for a while. The drawback has simply been time, I have not had the time to integrate this as much as I wish. I do utilize Kahoot! for midterm and final exam review and the students have loved it. However, our school stopped funding it for us and I will have to start paying for it myself if I want to continue using it. However, I would also like to begin integrating classroom clickers during lectures. Look back at dental caries, I could ask questions connected to a poll that they could cast a response for including:

- “What is the primary bacteria involved in the caries process?”.
- “Can dental caries be reversed?”
- “Does saliva play a role in dental caries prevention?”
- “Are dental caries transmissible?”

These questions could be included at the beginning of the lecture (or throughout), and then again at the end to gauge comprehension of the material. It would also be helpful in assessing whether required reading was completed prior to class.

References

Himmele, P., & Himmele, W. (2017). *Total participation techniques: Making every student an active learner* (2nd ed.). ASCD.

Milner, H. R., Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E. G. (2019). *These kids are out of control": Why we must reimagine "classroom management" for equity*. Corwin.