

STUDENT PRESENTATIONS IN THE E-LEARNING SYSTEM IN THE DEPARTMENT OF ENDODONTICS
- SUMMER SEMESTER 2019/2020
RECOMMENDATIONS

Due to the epidemiological situation in the country and the need to conduct seminars in a remote form, we determine what follows:

1. Each 3rd and 4th year student who, according to the schedule, takes Endodontics classes in the summer semester 2019/2020 is required to prepare 2 presentations on a selected and accepted endodontics-related topic.
2. Each presentation should be prepared independently by 1 student.
3. In each seminar group (12 students) the head of the group sets the presentation schedule for the whole semester for the whole group that includes: date/deadline for sending a presentation by each student, student's name and subject of the presentation.
4. The presentation schedule for each group should be sent by e-mail to both assistants assigned to a given seminar group according to the applicable class schedule. Acceptance of the presentation schedule must be confirmed by at least one of the assistants.
5. The topics of the presentations within the group are different.
6. It is permissible for the topics of the presentations to be the same or similar within all of the groups of the same year, provided that their content is different. Attempts to send in an existing presentation (plagiarism) will be verified by the DMD year attendants after receiving all projects at the end of semester and recorded on the student's card. Students committing plagiarism receive -10 points.
7. To avoid organizational chaos, the presentations should be sent according to the class schedule in the following mode for a given group: 12 students x 2 presentations = 24 out of 7 classes per group, which means 3-4 presentations per week are sent via email to both assistants, preferably on the eve or no later than on the day of the class according to the schedule. For the groups of the first part of the semester after the end of the planned classes further weekly dates are set.
8. Presentations are prepared and sent as ppt or pdf files.

Presentations can be prepared based on widely available scientific literature (textbooks, scientific articles from various dental magazines) and relate to selected endodontic topics contained in the syllabus specified for a given year/semester. The presentations should not be copied from the textbook (the "copy paste" method). Such projects will not be marked (student receives 0 points). A list of recommended endodontic journals is available on the Department's website in the "Booklist" tab (some available for students in the UMED library databases), for example:

- Australian Endodontic Journal

<https://browzine.com/libraries/1241/journals/7112/issues/current?sort=title>

- International Endodontic Journal

<https://browzine.com/libraries/1241/journals/2693/issues/current?sort=title>

- Journal of Endodontics

<https://browzine.com/libraries/1241/journals/39167/issues/current?sort=title>

- European Endodontic Journal

<https://www.ncbi.nlm.nih.gov/pubmed/?term=%22European+endodontic+journal%22%5BJournal%5D>

9. 3rd year: the topics of the presentations should correspond to the topics of classes and be adapted to knowledge requirements at this stage of education (pre-clinical classes are primarily

dedicated to familiarize students with endodontic procedures and technical aspects of root canal treatment). Literature reviews and/or discussions over a specific up-to-date topic or method regarding issues and problems contained in the subject syllabus are highly recommended.

10. 4th year: the topics of the presentations should correspond to the topics of classes and be adapted to knowledge requirements at this stage of education, i.e. should be related to the clinical aspect, diagnosis and treatment. Literature reviews and/or discussions over a specific topic complemented by clinical cases from available sources are recommended,.
11. The presentation should include: title, author, introduction including a brief description of the issue, depending on the type of presentation: literature review and/or method/case description, discussion (more than welcome), conclusion, literature (bibliography).

Example of article citation: KLEPACZ, J., & ŁĘSKI, M. (2008). Possibilities of using ozone in endodontics. *Dent. Med. Probl*, 45(2), 194-198.

Example of book citation: Gutmann, J. L., & Harrison, J. W. (1991). *Surgical endodontics*(1st ed., pp. 362-8). Boston: Blackwell scientific publications.

12. Presentations are evaluated and can be discussed in a remote way with the assistant(s) in each group's forum (mailing lists, on-line meetings).
13. For 1 presentation, student receives max. 20 points. Points are added to the sum of clinical points obtained from the entire subject.