Title: A systematic review of Web 2.0 in dentistry and dental education

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Social media, also referred to as Web 2.0, involves an open collaboration through a set of web-based technologies. Most current dental students are Millennial learners who are comfortable with using social media for learning. The purpose is to discuss the underlying pedagogy of social media used in dental education, explore the range of social media, and to identify potential barriers with implementation. A search was conducted in PubMed, Scopus, Brazilian Library in Dentistry, and Web of Science. Keywords included: social media, dental education, Web 2.0, web-based learning, e-learning. A total of 9 articles (2011-2018) published in peer-reviewed journals were included in the analysis. The descriptive data gathered include the dental subject area, type of student study design and type of social media platform. The outcomes and the perspectives were summarized by themes. Blogging was the most frequently used tool (n=5). Six of the articles were cross-sectional and eight were conducted on students in undergraduate dental school. Web 2.0 was reported to improve overall skills and knowledge and student engagement. High acceptance of Web 2.0 interventions were found due to reduced staff costs, flexibility, and increased interactivity. Barriers include content quality concerns, patient privacy issues, and institutional and faculty resistance. Web 2.0 promotes active learning with high acceptance as a student-centred learning tool. The shifting of faculty roles, the integration of evidence-based practice into the curriculum and increased knowledge and technologies have profoundly altered dental education. Future research is required to guide the implementation of Web 2.0 usage in dental education.

Biography

Mirian has completed her B.Sc., Hons. Science at York University.

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