



## Transversal Skills in Dentistry: Content and Language Integrated Learning Approach

ERASMUS+ STRATEGIC PARTNERSHIP PROJECT

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### Intellectual Output I:

#### SURVEY ON SYNERGIES BETWEEN EDUCATION AND PRACTICE

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## Executive summary

The 21st century sees a strong need in the applicability of competences and skills gained through higher educational institution (HEI) curricula in the professional context, as the would-be professionals are expected to possess a number of transversal skills of paramount importance to dentists, for instance, patient management skills, language skills, interpersonal communication skills, and digital skills. However, there does not seem to be adequate teaching/learning materials that could be used at HEIs to equip students with these skills.

Erasmus+ Strategic partnership project “Transversal Skills in Dentistry: Content and Language Integrated Approach” aims at filling this gap by offering innovative teaching/learning materials for dentistry programmes in HEIs.

This report describes the results of Intellectual Output I of the project, the ultimate goals of which were to recognize the skills and competences required by the labour market and crucial for employability of graduates, as well as to determine innovative approaches to addressing the target groups of learners at HEIs in developing more efficient and attractive education teaching /learning materials. To achieve these goals, Intellectual Output I comprised drawing up a database with contacts of professional organizations, a document analysis and the administration of a survey.

The aim of the database was to set up inter-organisational networks in order to ensure the communicative zone of horizontal cross-linking and disseminate the intellectual outputs of the project. The document analysis was targeted at evidence gathering through the hands-on experience of teaching dentistry in HEIs. The survey, firstly, aimed at identifying the most appropriate approaches for addressing the target groups - qualified dentists and last year dentistry students – for a virtual learning environment (henceforth VLE). Secondly, it aimed at identifying the professional competences that would benefit from increased knowledge, both in general and in English, for these target groups.

The database containing web-addresses and contact information of 40 national and four Europe-wide dental professional and/or academic organizations was created. The document analysis involved the analysis of the dentistry curricula of the University of Latvia and Academic Centre for Dentistry Amsterdam and confirmed the compliance of these documents with the European professional requirements for dentists.

The analysis of a survey disseminated in the Netherlands, Latvia and Portugal demonstrated the lack of experience with a VLE in a considerable part of the study population and showed that the respondents required additional understanding of clinical audits and other administrative processes both in general and in English.

As concerns acquiring the dentistry competences in English, the survey demonstrated that a considerable number of respondents were not completely satisfied with their linguistic skills to understand and apply the professional values and standards described in the administrative processes and requirements for clinical audits in practice. Their linguistic competence required to evaluate critically information published in general and clinical scientific research papers or journals in particular should be increased considerably. Besides, the respondents' skills to obtain and record comprehensive medical history of patients' oral and dental state need further advancement. The respondents saw the need in developing their abilities to communicate professionally with patients of different social and ethnic backgrounds and with their families to identify patients' individual expectations and/or needs; the skill to manage the patients' stress and the skill to communicate in English with other health professionals involved in patients' care should be promoted as well. The respondents' English language competences to explain clinical findings, to describe impairments of function as a result of a tooth loss, to clarify risks and benefits of dental materials and to explain treatment options or plans to patients of different age groups have to be advanced, this way the patients' awareness of the prevention of developing oral diseases can be enhanced.

Thus, establishing a solid synergy between the dentistry area and the use of the English language for instrumental purposes in the professional context can demonstrate the usefulness and topicality of this approach selected for further

development of the language resources to be used in the VLE within the framework of the project.

## Introduction

The core goal of the Erasmus+ Strategic partnership project “Transversal Skills in Dentistry: Content and Language Integrated Approach” is to bridge the gap between the higher education offer and real-life transnational demands in dentistry required by the current labour market. This is reached through the examination of practices and experience of higher educational institutions (henceforth HEIs), the analysis of labour market demands and the implementation of innovative teaching/learning practices to meet these demands.

Intellectual Output I addressed students' skills and professional competences required and recognized within and cross-national borders in dental education and in the labour market in EU countries as well as the needs of HEIs for synergies and cross-fertilization.

The key goal of Intellectual Output I was to establish synergies between education and labour market aimed at re-evaluating the key competences gained by the would-be dentists in HEIs in order to match them with the competences needed in the professional setting. To that end, a database of professional organizations was to be drawn, the document analysis aimed at evidence gathering through the hands-on experience of teaching dentistry at the University of Latvia (henceforth UL) and Academic Centre for Dentistry Amsterdam (henceforth ACTA) was to be conducted, as well as a survey was to be administered. With the survey, we aimed at identifying the most appropriate approaches for addressing the target groups - qualified dentists or last year dentistry students – for a virtual learning environment (henceforth VLE). Secondly, we aimed at identifying the professional competences that would benefit from increased knowledge, both in general and in English, for these target groups.

## I. Survey

### 1. Materials and methods

#### 1.1 Drafting the questionnaire

The survey method is an efficient tool for gathering self-rating of respondents' own skills. Therefore, a questionnaire containing three parts – demographic information, information regarding the acquisition of the knowledge and the information regarding the level of competences required for a dental practitioner – was used. The questionnaire was drawn up in collaboration with all partners, that is, the UL, ACTA and ISCAP.

It was developed in eight stages: 1) brainstorming; 2) drafting the first version of the questionnaire in English, 2) piloting it and getting feedback on its English version, 3) refining the questionnaire, 4) translating it into Dutch, Latvian and Portuguese, 5) piloting it in all these languages with the same type of respondents who were eventually surveyed on the finished questionnaire, 6) incorporating the feedback into the final version of the questionnaire, 7) adapting all four versions of the questionnaire to a web-based form and testing by all partners, 8) opening the survey for the target population. The resulting questionnaire contained three parts:

Part 1: demographic information: gender, age, native language, and qualification, i.e. an undergraduate dentistry student, a qualified dentist or a postgraduate dentistry programme student;

Part 2: information regarding the acquisition of dentistry related skills and competences in English, i.e. the language of instruction, a proficiency level of English in dentistry, the experienced or expected problems while studying dentistry in English, experience and satisfaction with VLE tools and the preferred online tools for collaborative learning;

Part 3: information regarding most essential competences for dentists. It comprised two types of self-evaluation questions: the satisfaction with the particular competence in general and the satisfaction with the English language level for this particular competence.

The items for part 1 and 2 were adapted from [www.surveymonkey.com](http://www.surveymonkey.com). The items for part 3 were based on the general competences and skills for qualified dentists listed in Article 34 and Annex V, point 5.3.1 of the Directive on the recognition of professional qualifications (European Parliament, 2005).

The questionnaire designed for this research purposes has not emerged fully-fledged: all its aspects were tried out beforehand with a group of professional dentists doing the CLIL course at the Faculty of Medicine, the UL, the study programme in Dentistry in order to make sure if it could work as intended. The length of time taken by the pilot work was a couple of weeks at the beginning of January 2016. The results of the pilot work showed that: a) the initial questionnaire designed was too lengthy, b) different score scales had to be applied to meet the demands of the field-work fully, c) the pilot work suggested improved wordings in the questions so that respondents did not experience difficulties in answering them.

As a result of the initial pilot work, the questionnaire included a total of 21 questions and comprised closed-response questions with several predetermined answers. This type was selected since it provides more uniformity across questions in terms of the specificity of the data that was yielded, as well as because it was easy to code, administer online and analyse such type of questions.

In order to yield worthwhile data, several rounds of pilot surveys in English, Dutch and Latvian were performed on a convenience panel (i.e. dentistry students at the UL, Latvia and qualified dentists at ACTA, the Netherlands) to test the questionnaire.

The obtained feedback on the clarity of the questions, the grading of the answers and still too detailed and lengthy part 3 was used to improve the questionnaire. As a result, several questions were rephrased; in part 3, the formulated multiple questions were replaced with more general skills, and Likert scale questions were introduced since they are an effective way for gathering respondents' views.

Although initially not planned, the questionnaire in the English language (see Appendix 1) was translated into Dutch (see Appendix 2), Latvian (see Appendix 3) and Portuguese (see Appendix 4) to allow responses in the major



native languages of the three study populations. All four versions of the questionnaire were adapted to a web-based form by the partners at ISCAP-IPP using Limesurvey (v1.73) and tested by all partners before the survey was opened from 4 March to 17 March.

## 1.2 Target Population

### 1.2.1 Survey in the Netherlands

In the Netherlands, the invitation to participate in the survey was sent to all Dentistry master's degree programme students (the 5<sup>th</sup> or 6<sup>th</sup> year of their study programme in Dentistry) at ACTA. This cohort totalled 262 invitations.

To obtain responses from qualified dentists, the invitations were sent to a randomly drawn group of 302 members of the Royal Dutch Dental Association (KNMT) who graduated in 2005 or thereafter.

Additionally, the invitations were sent to qualified dentists who are following the post-graduate master's degree programme in Oral Health Sciences (N=33) and are undergoing specialization in one of the following directions at ACTA: Periodontology, Endodontology, Implantology, Pedodontology or Orthodontics.

A week before the closure of the survey, the dentistry students were reminded by email to complete the survey. One day before the closure of the survey, the post-graduate programme students were reminded by email to complete the survey. The response rate was 9.5% for the dentistry students, 9.6% for the qualified dentists and 33% for the post-graduate programme students.

### 1.2.2 Survey in Latvia

In Latvia, the following subgroups were invited to fill in the questionnaire: the members of the Dental Association of Latvia via their homepage (<http://www.lza-zobi.lv/lv/cienijamie-zobarsti-un-zobarstniecibas-programmas-studenti>) or personal invitations (N=1500), students majoring in dentistry from the University of Latvia (N=20) and colleagues / dental practices (approx. 50) were requested to fill in the questionnaires.

The response rate was 25% for the dentistry students and 4% for the qualified dentists.

### 1.2.3 Survey in Portugal

In Portugal, the invitations were sent to the Dental Faculty of the University of Porto and to CESPU CRL, Cooperativa De Ensino Superior Politécnico e Universitário, both providing higher dental education, and to the Portuguese Dental Association (OMD) with over 8500 members both from Portugal and Brazil. However, by the time of the closure of the survey, no responses were obtained from any of the invited organizations.

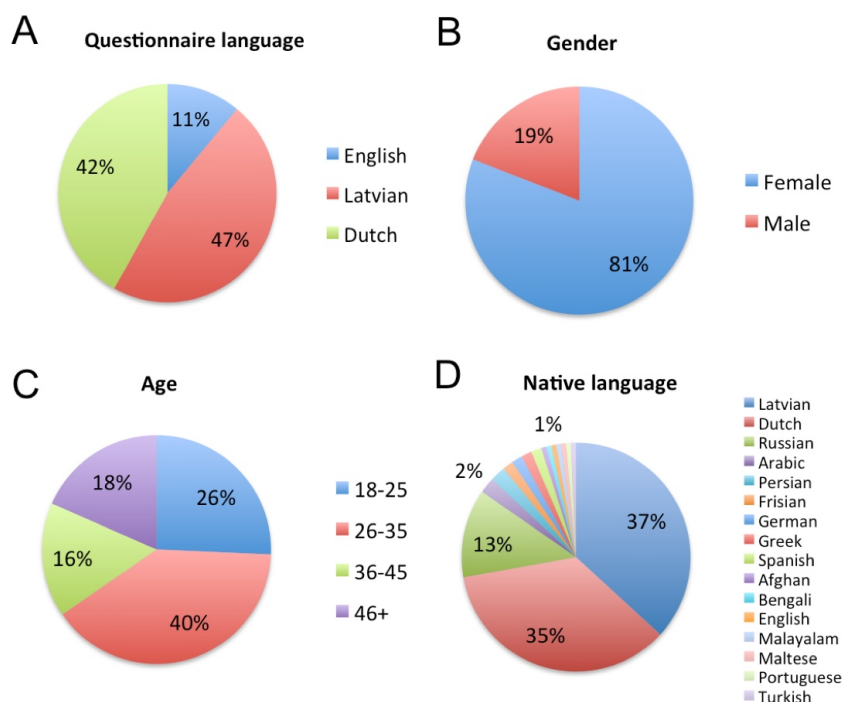
## 2. Results of the survey

In general, the questionnaire was filled in by 136 individuals, 65% of whom were qualified dentists, 25% - last year dentistry students and 10% - dentists who were following a post-graduate specialization programme.

### 2.1 Demographic data

Of the 136 respondents surveyed, 47% used the Latvian version, 42% - the Dutch version and 11% - the English version of the questionnaire (see Figure 2.1.1A). The majority (81%) of the respondents were females (see Figure 2.1.1B). Most respondents were between 26-35 years of age (40% of all respondents), followed by 18-25 years (26%), 46 years and above (18%) and 36-45 years of age (16%) (see Figure 2.1.1C). In total, 16 different native languages of the respondents were reported, with Latvian being the native language for 37% of the respondents, Dutch – for 35% and Russian – for 13% of the respondents (see Figure 2.1.1D). One individual (a female dental student) reported English as a native language. The responses of this particular individual related to the English language skills (N=135) were excluded from the results but were included in the results on the VLE usage (N=136).





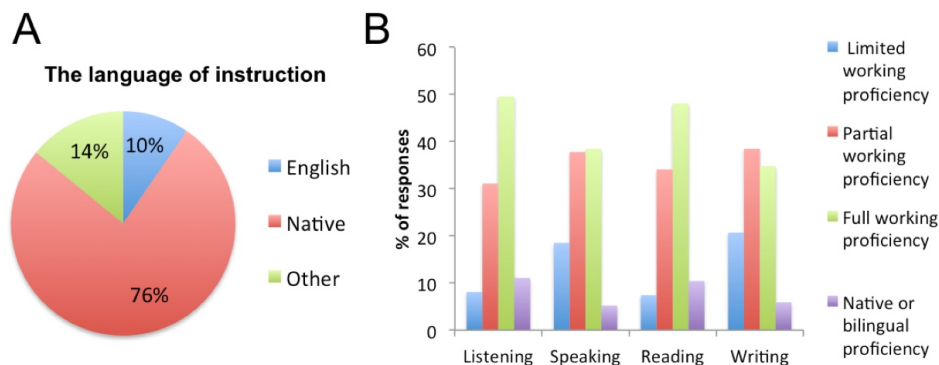
**Figure 2.1.1** Distribution of the respondents by: A) language of the questionnaire used; B) gender; C) age; D) native language. N=136.

## 2.2 Acquiring dentistry related skills and competences in English

The majority of the respondents (76%) obtained their dental education in their native language, while 10% reported that they received it in English (see Figure 2.2.1A). When asked in which other languages than English or native they followed their dental education, either Dutch (47%) or Latvian (47%) was reported. However, in one case, a mistake in filling in the questionnaire in Dutch was observed: a male dentist, aged 26-35 years, with Frisian as a native language, chose “Other” from the three options given to specify the language of instruction – “the native language”, “English” or “Other”. When asked to identify which other language, he chose “English”. Most likely this was an erroneous choice of the language from the language list, since English should have been selected from the first list of choices: “English”, “Native” or “Other”.

About 50% of the respondents estimated their listening and reading skills in English being at a full working proficiency, while about 35-40% of the

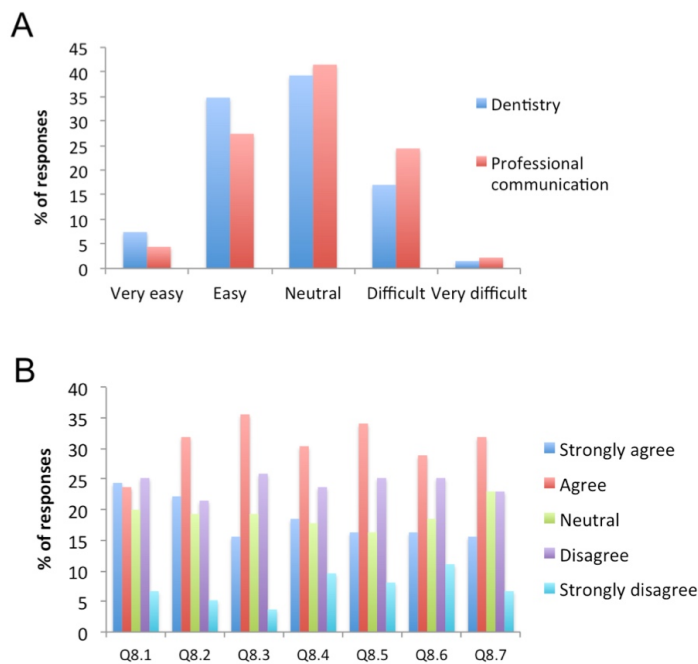
respondents reported partial or full and 20% - only limited working proficiency for speaking and writing skills (see Figure 22.1B).



**Figure 2.2.1** Distribution of the language the respondents obtained their dentistry education (A) and their self-reported English language level (B). N=135.

Next, the participants were asked to rate how easy or difficult it was or would be to study dentistry in English. This question was split into two items: dentistry as such and professional communication in English. The majority of the respondents (approx. 40%) rated the difficulty for both items as neutral (see Figure 2.2.2A). More respondents rated professional communication in English as more difficult (24%) than dentistry as such (17%). Overall, dentistry was rated as being easier than professional communication in English. When asked to rate the most common expected or experienced problems (listed in Table 2.2.1) while studying dentistry in English, 54% of the respondents agreed that the lack of language knowledge and learning dentistry at the same time (Q8.2) would be or was the problem. The second largest problem was the lack of knowledge of terminology in English (Q8.3): 51% of respondents rated this item with either 'agree' or 'strongly agree'. The lack of reading skills (Q8.6) was the least often rated as a problem (45%) area. In general, 45-54% of the respondents rated the listed items as a problem, while 16-23% of the respondents were neutral about identifying problems, and 27-36% either disagreed or strongly disagreed that these items were or would pose a problem.

Of all respondents, 13 individuals (9.6%) had received their dental education in English. These individuals were asked to agree or disagree with six different statements (Q9.1-9.6) regarding their experience of studying dentistry in English (see Figure 2.2.3). The majority (85%) agreed that their language skills improved since they had started studying in English (Q9.1), while 54% did not think that their study progress would be faster in their native language (Q9.2) or that their study was time consuming (Q9.3). Of the 13 respondents, 38% did agree that they used resources in their native language during their study process (Q9.4), while the majority did not agree that the resources they used only developed their dentistry and not their English language skills (Q9.5). The language barrier was not experienced as a problem for effective communication and for expressing the opinions when studying dentistry (Q9.6).



**Figure 2.2.2** Rating of expected or experienced (A) difficulties and (B) problems if studying dentistry in English per item.

**Table 2.2.1** Identified problems associated with studying dentistry in English.

Question	Item
Q8.1	Initial level of English
Q8.2	Lack of language knowledge and learning dentistry at the same time
Q8.3	Lack of knowledge of terminology in English
Q8.4	Lack of speaking skills
Q8.5	Lack of listening skills
Q8.6	Lack of reading skills
Q8.7	Lack of writing skills

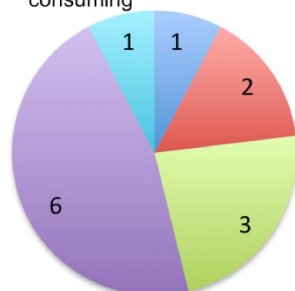
Q9.1: My language skills have improved since I have started studying in English



Q9.2: My progress in dentistry would be faster if studying it in my native language



Q9.3: It is very time consuming



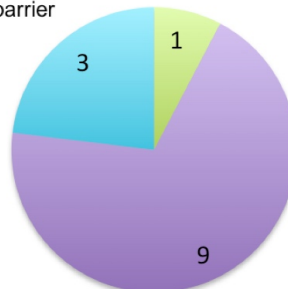
Q9.4: To understand dentistry studied in English, I often use resources in my native one



Q9.5: The resources I use develop my knowledge of dentistry but do not help me with English



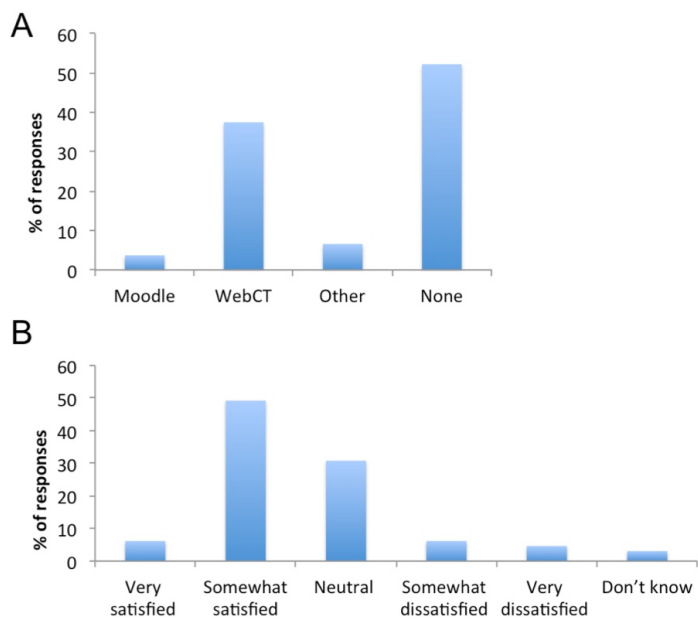
Q9.6: It is difficult for me to effectively communicate and express my opinions when studying dentistry because of the language barrier



■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

**Figure 2.2.3** Rating of the statements (Q9.1-9.6) related to studying dentistry in English (N=13).

Next, the respondents were asked to indicate what virtual learning environment (VLE) they used during their dentistry studies. Of the 136 respondents, 53% did not use any VLE, while 37% reported using WebCT (see Figure 2.2.4A). The majority of the respondents who had used a VLE were satisfied with the VLE used (see Figure 2.2.4B). When asked about the purpose for a VLE and the frequency of usage, the most typical answer was downloading online materials (92% of the respondents downloaded materials at least monthly), followed by doing assignments and checking the grades (see Figure 2.2.5). Online discussions (11%) and game based learning (15%) were among the least frequently used purposes. When asked which online tools they would prefer using for collaborative learning, the most frequent ones were assignments and lessons (about 60%), while the least ones (15%) were blogs and chats (see Figure 2.2.6).



**Figure 2.2.4** Frequency of use and type of VLE (A) and satisfaction level with VLE used (B).

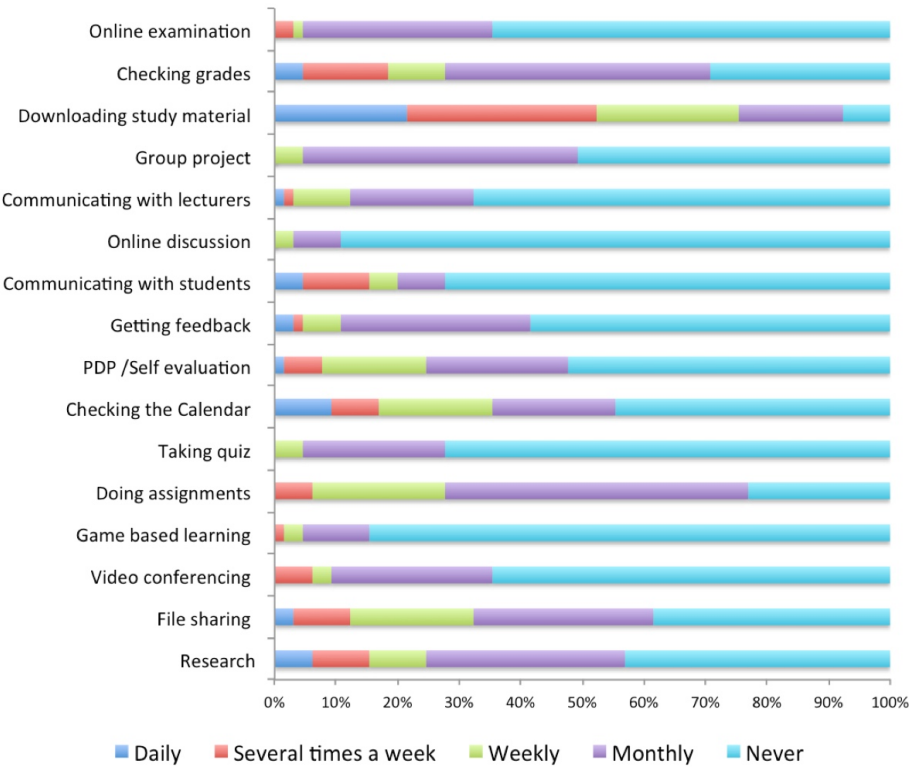


Figure 2.2.5 Purpose and frequency of VLE use (N=65).

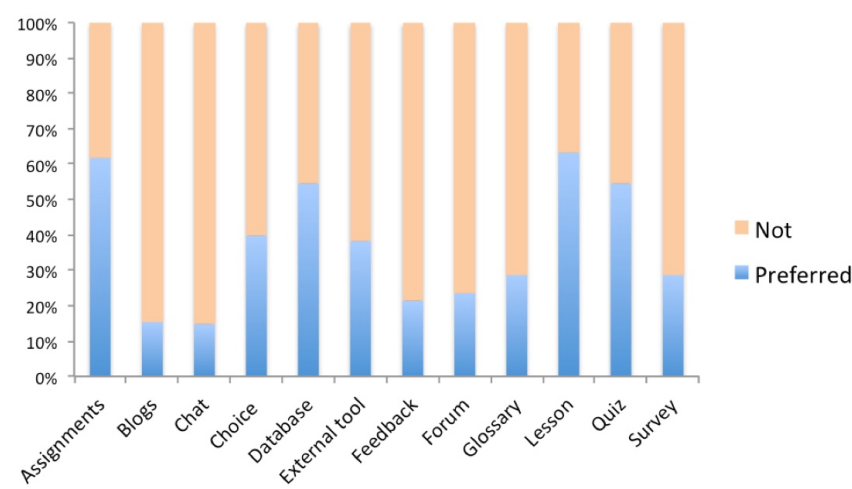


Figure 2.2.6 Distribution of the preference of online tool usage for collaborative learning. N=136.

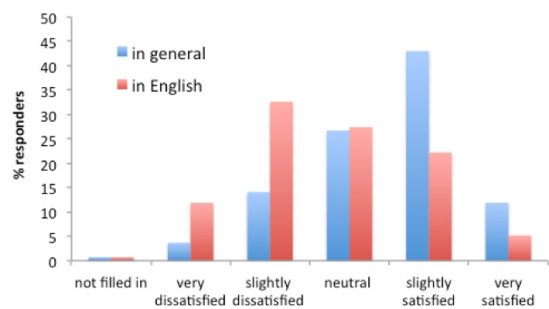


### 2.3 Information regarding main competences essential for dentists

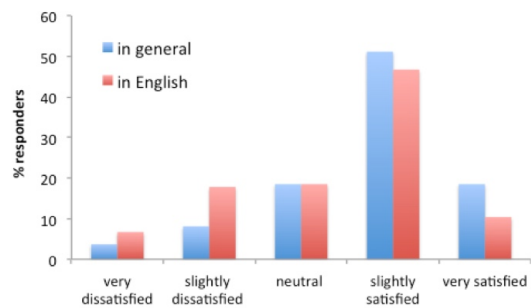
The third part of the survey focused on the general competences essential for dentists. For each of the competences, the respondents were asked to rate how satisfied they were with the particular competence in general and with the level of its understanding in English.

One respondent had not filled the response to Q14 (see Figure 2.3.1). For all competences, the satisfaction with their level in general was higher than with the level in English. The highest satisfaction in general was with the ability to obtain and record a comprehensive medical and dental state history (Q16) - 92% of the respondents were either satisfied or very satisfied (see Figure 2.3.3 and Figure 2.3.7). The lowest satisfaction in general was with the ability to understand and apply in practice the professional values and standards described in the administrative processes and requirements for clinical audits (Q14) – only 55% of the respondents were satisfied or very satisfied with their level of competence (see Figure 2.3.1 and Figure 2.3.7).

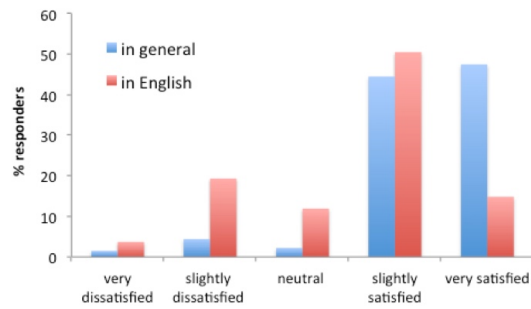
Similarly to the competence in general, the highest satisfaction (65%) with English was for competence Q16 – the record taking ability (see Figure 2.3.3 and Figure 2.3.7). The second best evaluated satisfaction with English was for the ability to understand and critically evaluate scientific information (Q15) – 57% of the respondents were satisfied with their competence (Figure 2.3.2 and Figure 2.3.7). The lowest satisfaction with English, similarly to the competence in general, was with competence Q14 – nearly 45% of the respondents were dissatisfied with their level of competence in administrative processes and clinical audits (see Figure 2.3.1 and Figure 2.3.8). The second lowest satisfaction level with English was observed with Q18 – the ability to explain clinical findings and treatment options to different patient groups (see Figure 2.3.6 and Figure 2.3.8). Unlike Q14, the general satisfaction with Q18 was high: 87% of the respondents replied that they were satisfied with this competence in general (see Figure 2.3.6 and Figure 2.3.7).



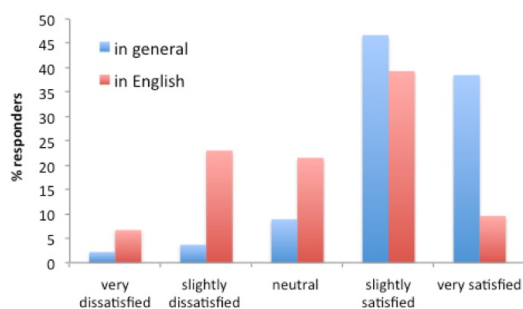
**Figure 2.3.1** Level of satisfaction in general and in English with ability to understand and apply in the practice the professional values and standards described in the administrative processes and requirements for clinical audits (Q14).



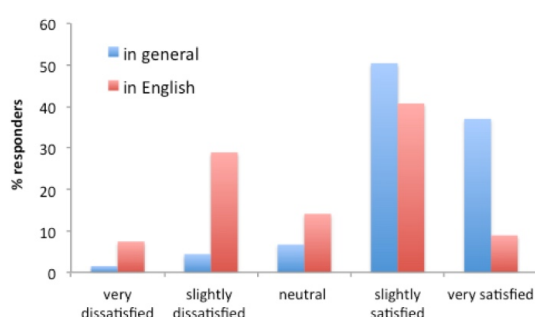
**Figure 2.3.2** Level of satisfaction in general and in English with ability to understand and critically evaluate information in published basic and clinical scientific research papers (Q15).



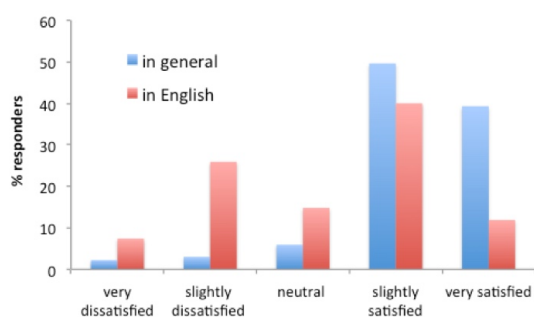
**Figure 2.3.3** Level of satisfaction in general and in English with ability to obtain and record comprehensive medical history of patients’ oral and dental state (Q16).



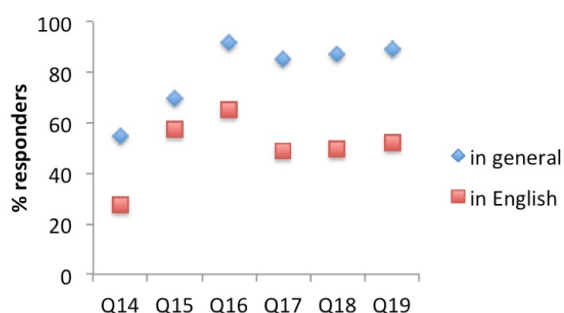
**Figure 2.3.4** Level of satisfaction in general and in English with ability to professionally communicate with patients of different social and ethnic backgrounds and their families and to communicate with other health professionals involved in patients' care (Q17).



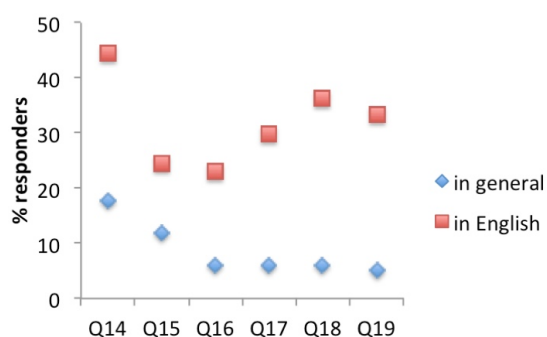
**Figure 2.3.5** Level of satisfaction in general and in English with ability to explain clinical findings, describing impairments of function, clarify risks and benefits of dental materials and explain treatment options to patients of different age groups (Q18).



**Figure 2.3.6** Level of satisfaction in general and in English with ability to raise the patients' awareness of the prevention of oral diseases, and to explain the synergy between oral and general health (Q19).



**Figure 2.3.7** Distribution of the satisfaction per individual competence in general and in English (N=135).



**Figure 2.3.8** Distribution of the dissatisfaction per individual competence in general and in English (N=135).

### 3. Discussion

This survey had two major aims. Firstly, it aimed at identifying the most appropriate approaches for addressing the target groups - qualified dentists or last year dentistry students – for a virtual learning environment (VLE). Secondly, it aimed at identifying the professional competences that would benefit from increased knowledge, both in general and in English, for those target groups.

It was identified that the general English language proficiency level of the respondents of the target group varied between an intermediate language-level to high-intermediate language-level. Considering the language proficiency criteria established by *Common European Framework of Reference for Languages* (2001), the respondents indicated their ability in the use of the general English language competence at the level of: a) participation in communications on

generally predictable topics related to their daily activities and personal environment, b) communication of personal meaning to a conversation partner by using language elements in social context: to give clear, detailed descriptions on a wide range of familiar subjects, to elaborate narratives, to develop particular points of discussion and to round off with appropriate conclusions by applying strings of sentences; c) sustaining communication with suitable accuracy and confidence to establish connected discourse.

As concerns the dentistry area-related language competences, the respondents indicated satisfactory ability in: a) obtaining and recording a comprehensive medical and dental state history; b) gathering information from various profession-related sources; c) understanding and critically evaluating scientific information; d) distributing the obtained data to other specialists - dentists.

Within the area of dentistry, a limited language competence was reported in: a) visual reception (reading) - understanding the professional values and standards described in the administrative processes and requirements for clinical audits in practice, b) oral production (speaking) - applying the professional values and standards described in the administrative processes and requirements for clinical audits in practice, explaining clinical findings and treatment options to different patient groups.

As concerns studying dentistry in English, the following linguistic level limitations were defined: a) insufficient language competence to study dentistry in English, b) insufficiently developed productive language skills, such as oral spoken production, e.g., appropriate use of profession-related terminology in relevant contextual situations, and written production, e.g. profession-related discourse production, c) insufficiently developed language perceptive skills, such as understanding interaction with a patient/s having international background, listening to audio media and recordings, understanding written professional discourse if it contained unfamiliar general vocabulary or terminology.

Only 47% of the study population had experienced a VLE during their studies. This could be partly related to a relatively recent introduction of the VLE in undergraduate dentistry programmes and to a large proportion of already qualified dentists among the target population. Only generally common tools

such as downloading online material were frequently used, while the use of more interactive and stimulating forms of a VLE such as game based learning or taking a quiz was relatively infrequent. The preferred forms of a VLE were the ones that were the most widely used such as making assignments, but also the ones that were less frequently used, such as taking quizzes.

The competence that stood out with the lowest level of satisfaction both, in general and in English, was related to understanding and application of the standards described in the administrative processes and comprehending the requirements for clinical audits. This is a frequently neglected topic in dental curricula. At ACTA, for instance, microbiology practicum for infection control at a dental practice was removed from the curriculum 6 years ago when ACTA moved to the current building due to financial and logistical limitations. Only theoretical lectures and a basic test on this topic have been retained in the curriculum. As a consequence, the requirements for clinical safety audit in general are poorly understood by Dutch dentists (Zaura, 2015). Currently, the curriculum of ACTA is being revised and infection control has been included among the topics that should receive more attention in the new curriculum.

At the Faculty of Medicine, the UL, the dentistry subjects-based curriculum was renewed in 2014. It was developed considering the actual guidelines and recommendations drawn up by the relevant professional organizations (institutions). Across the curriculum, special attention is directed to designing and implementing the infection control protocol in order to foster the would-be-dentists' understanding of the requirements and their significance for the clinical safety audit.

The usual response rate in the Netherlands from similar surveys among the members of the Dutch Dental Association is 10% (J. Bruers, personal communication). This response rate was obtained in this study both, for dentists and for dentistry students. However, a much higher response rate (33%) was obtained from the group following post-graduate specialization programme at ACTA. This could be explained by the highly international background of these students and the fact that their post-graduate programme is mainly in English. Most likely this group had larger interest in the topic of the survey.

The response rate among Latvian dentistry students was high (25%), while dentists were reluctant in responding (4%). A comparatively low response rate obtained from the professional dentists can be explained by their proactive interest in the life-long learning programmes launched by Latvia Dentists' Association. This explains a limited visit number of the Latvia Dentists' Association web-page. Alike the Netherlands, international background students who do the dentistry study programme at the UL and whose medium of instruction is the English language, demonstrated a higher level of the response rate in comparison with the other target respondent groups. It can be explained by the students' awareness of and interest in the present survey due to the involvement of the UL's teaching staff in it and due to the topicality of the themes outlined in the survey.

Portugal did not deliver any responses. The reason for this most likely was the fact that the study consortium had no a priori contacts with the dental faculties in Portugal or any dental professional organizations in this country. Although the formal contacts were established between ISCAP and the above-mentioned organizations (see p. 9, point 1.2.3) and the call to distribute the invitations was made, the organizations did not respond and most likely failed to distribute the invitations to their population.

Additionally, it is possible to speculate on the fact that the survey called for information on the VLE and linguistic competence in English for dentistry: there is a significant number of dentists and international students enrolled in Portuguese HEIs in dental-related courses but the predominant language both in clinical practice and education is Portuguese. Additionally, in the 1990's Portugal and Brazil signed a protocol establishing direct equivalence between all university degrees in Brazil and Portugal, leading to a migratory flow of Brazilian dentists to Portugal. According to the Portuguese Dental Association (OMD), of the active professionals in clinical practice, 91.7% have Portuguese nationality, and they completed the bachelor's or master's degree in Portugal. Currently, more than 400 physicians are from Brazil. The number of active members of the Portuguese Dental Association continues to grow and is expected to exceed ten thousand already in 2018. This is an accentuated growth and more than the country needs. OMD also mentions that the inflow of dentists has ceased and the



tendency has in truth been inverted: the main emigration destinations of Portuguese dentists are the United Kingdom (59%), France (12.9%) and Brazil (7.4%). Curiously, this tendency does contextualize the relevance of the survey at this time in Portugal.

#### 4. Conclusions and recommendations

This survey demonstrated the lack of experience with a VLE in a considerable part of the target population and showed that understanding clinical audits and other administrative processes both in general and in English among the study participants requires additional knowledge.

As concerns learning the dentistry area subjects in English, the survey demonstrated that a considerable number of respondents were not completely satisfied with their linguistic skills to understand and apply the professional values and standards described in the administrative processes and requirements for clinical audits in practice. Their linguistic competence required to evaluate critically information published in general and clinical scientific research papers or journals in particular should be increased. Besides, the respondents' skills to obtain and record comprehensive medical history of patients' oral and dental state needs further advancement. The respondents saw the need in raising their abilities to communicate professionally with patients of different social and ethnic backgrounds and with their families to identify patients' individual expectations and/or needs; the skill to manage the patients' stress and the skill to communicate in English with other health professionals involved in patients' care should be promoted as well. The respondents' English language competences to explain clinical findings, to describe impairments of function as a result of a tooth loss, to clarify risks and benefits of dental materials and to explain treatment options or plans to patients of different age groups has to be advanced, this way the patients' awareness of the prevention of developing oral diseases can be enhanced.

Thus, establishing a solid synergy between the dentistry area and the use of the English language for instrumental purposes in the professional context can demonstrate the usefulness and topicality of this approach selected for further

development of the language resources to be used in the VLE within the framework of the project.

A number of recommendations result from these conclusions:

1. In order to promote a relatively recent introduction of the VLE in undergraduate dentistry study programmes and to familiarize the already qualified dentists with it, the study materials are to be developed so that they enhance the language users' confident communication in the area of dentistry. This will enable them to deal with unanticipated situations through a variety of specialist-area related issues effectively: across the VLE, this can be anticipated via efficient application of:

- student-to-student and student-to-teacher interaction,
- online quizzes with feedbacks offered,
- use of video material which considers patients' consent and confidentiality issues,
- web information and/or loading reference texts, which will enhance an evidence-based approach to practice,
- imaging technology, which will familiarize the learners/language users with how to 'read' and/or deal with the dentistry-area related output.

2. Across the VLE and considering the requirements set for the dentistry area, learning/teaching materials should be developed so that they envisage the development and promotion of the would-be-dentists' higher level of language competence via:

- simulation of both clinical procedures and clinical scenarios,
- simulation of pre-clinical practices to develop and enhance the language users' clinical skills,
- discussion and analysis of professional attitude, behaviour, ethics and jurisprudence issues,
- analysis skills of the basic biological, technical and clinical sciences in order to obtain and record a complete history of a patient's medical, oral and dental state,

- decision-making, clinical reasoning and judgement skills in order to assist the patient to establish and maintain oral health and general health prevention and promotion.

3. Across, the VLE and taking into account the interdisciplinary nature of the English language and the area of dentistry, the would-be dentists' interpersonal, communication and social skills can be enhanced via developing the learning/teaching materials that focus on:

- maintaining a high degree of linguistic accuracy,
- establishing efficient interaction with a good control of language use,
- dealing with unanticipated and/or complex linguistic situations effectively,
- providing a structured discourse to deal with the profession-related point of view,
- participating in interaction in formal and informal settings on topics related either to meet the interactants' personal needs or to address the areas of their professional and/or scholarly interests.

## II. Document analysis

The document analysis involved the analysis of the dentistry curricula of the UL and ACTA and confirmed the compliance of these documents with the European professional requirements for dentists.

### 1. EU directive on professional requirements for dentists

EU directive 2005/36/EC ((European Parliament, 2005) has set the following requirements for the basic dental training (Section 4, article 34):

1. Admission to basic dental training presupposes possession of a diploma or certificate giving access, for the studies in question, to universities or higher institutes of a level recognised as equivalent, in a Member State.
2. Basic dental training shall comprise a total of at least five years of full-time theoretical and practical study, comprising at least the programme described in Annex V, point 5.3.1 (see Table 1.1) and given in a university, in a higher institute

providing training recognised as being of an equivalent level or under the supervision of a university.

3. Basic dental training shall provide an assurance that the person in question has acquired the following knowledge and skills:

- (a) adequate knowledge of the sciences on which dentistry is based and a good understanding of scientific methods, including the principles of measuring biological functions, the evaluation of scientifically established facts and the analysis of data;
- (b) adequate knowledge of the constitution, physiology and behaviour of healthy and sick persons as well as the influence of the natural and social environment on the state of health of the human being, in so far as these factors affect dentistry;
- (c) adequate knowledge of the structure and function of the teeth, mouth, jaws and associated tissues, both healthy and diseased, and their relationship to the general state of health and to the physical and social well-being of the patient;
- (d) adequate knowledge of clinical disciplines and methods, providing the dentist with a coherent picture of anomalies, lesions and diseases of the teeth, mouth, jaws and associated tissues and of preventive, diagnostic and therapeutic dentistry;
- (e) suitable clinical experience under appropriate supervision.

This training shall provide him with the skills necessary for carrying out all activities involving the prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth, jaws and associated tissues.

According to the EU directive (Annex V, point 5.3.1), the programme of studies leading to evidence of formal qualifications in dentistry shall include at least the following subjects (see Table 1.1). One or more of these subjects may be taught in the context of the other disciplines or in conjunction therewith.

**Table 1.1** The subjects and disciplines in the dentistry programme.

A.	<i>Basic subjects</i>
—	Chemistry
—	Physics
—	Biology
B.	<i>Medico-biological subjects and general medical subjects</i>
—	Anatomy
—	Embryology
—	Histology, including cytology
—	Physiology
—	Biochemistry (or physiological chemistry)
—	Pathological anatomy
—	General pathology
—	Pharmacology
—	Microbiology
—	Hygiene
—	Preventive medicine and epidemiology
—	Radiology
—	Physiotherapy
—	General surgery
—	General medicine, including paediatrics
—	Oto-rhino-laryngology
—	Dermato-venereology
—	General psychology — psychopathology — neuropathology
—	Anaesthetics
C.	<i>Subjects directly related to dentistry</i>
—	Prosthodontics
—	Dental materials and equipment
—	Conservative dentistry
—	Preventive dentistry
—	Anaesthetics and sedation
—	Special surgery
—	Special pathology
—	Clinical practice
—	Paedodontics
—	Orthodontics
—	Periodontics
—	Dental radiology
—	Dental occlusion and function of the jaw
—	Professional organisation, ethics and legislation
—	Social aspects of dental practice

Table 1.2 lists the professional organizations and their evidence of formal qualification as dentist in European countries as specified in the Annex point 5.3.2 of the EU directive.

**Table 1.2** Evidence of basic formal qualifications of dental practitioners.

Country	Evidence of formal qualifications	Body awarding the evidence of qualifications	Certificate accompanying the evidence of qualifications	Professional title	Reference date
<b>België/Belgique/Belgien</b>	Diploma van tandarts/Diplôme licencié en science dentaire	—De universiteiten /Les universités  —De bevoegde Examen-commissie van de Vlaamse Gemeenschap /Le Jury compétent d'enseignement de la Communauté française		Licentiaat in de tandheelkunde/Licencié en science dentaire	28 January 1980
<b>Česká republika</b>	Diplom o ukončení studia ve studijním programu zubní lékařství (doktor)	Lékařská fakulta univerzity v České republice	Vysvědčení o státní rigorózní zkoušce	Zubní lékař	1 May 2004
<b>Danmark</b>	Bevis for tandlægeeksamen (odontologisk kandidateksamen)	Tandlægehøjskolen, Sundhedsvidenskabeligt universitetsfakultet	Autorisation som tandlæge, udstedt af Sundhedsstyrelsen	Tandlæge	28 January 1980
<b>Deutschland</b>	Zeugnis über die Zahnärztliche Prüfung	Zuständige Behörden		Zahnarzt	28 January 1980
<b>Eesti</b>	Diplom hambaarstiteaduse õppekava läbimise kohta	Tartu Ülikool		Hambaarst	1 May 2004
<b>Ελλάς</b>	Πτυχίο Οδοντιατρικής	Πανεπιστήμιο		Οδοντίατρος ή χειρουργός οδοντίατρος	1 January 1981
<b>España</b>	Título de Licenciado en Odontología	El rector de una universidad		Licenciado en odontología	1 January 1986
<b>France</b>	Diplôme d'Etat	Universités		Chirurgien-	28 Jan

	de docteur en chirurgie dentaire			dentiste	uary 1980
<b>Ireland</b>	— Bachelor in Dental Science (B.Dent.Sc.)  — Bachelor of Dental Surgery (BDS)  — Licentiate in Dental Surgery (LDS)	— Universities  — Royal College of Surgeons in Ireland		— Dentist  — Dental practitioner  — Dental surgeon	28 Jan uary 1980
<b>Italia</b>	Diploma di laurea in Odontoiatria e Protesi Dentaria	Università	Diploma di abilitazione all'esercizio della professione di odontoiatra	Odontoiatra	28 Jan uary 1980
<b>Κύπρος</b>	Πιστοποιητικό Εγγραφής Οδοντιάτρου	Οδοντιατρικό Συμβούλιο		Οδοντίατρος	1 May 2004
<b>Latvija</b>	Zobārsta diploms	Universitātes tipa augstskola	Rezidenta diploms par zobārsta pēcdiploma izglītības programmas pabeigšanu, ko izsniedz universitātes tipa augstskola un 'Sertifikāts' — kompetentas iestādes izsniegts dokuments, kas apliecina, ka persona ir nokārtojusi sertifikācijas eksāmenu zobārstniecībā	Zobārsts	1 May 2004
<b>Lietuva</b>	Aukštojo mokslo diplomas, nurodantis suteiktą gydytojo odontologo kvalifikaciją	Universitetas	Internatūros pažymėjimas, nurodantis suteiktą gydytojo odontologo profesinę kvalifikaciją	Gydytojas odontologas	1 May 2004
<b>Luxembourg</b>	Diplôme d'Etat de docteur en médecine dentaire	Jury d'examen d'Etat		Médecin-dentiste	28 Jan uary 1980
<b>Magyarország</b>	Fogorvos	Egyetem		rvos	1 May



	oklevél (doctor medicinae dentariae, röv.: dr. med. dent.)				2004
<b>Malta</b>	Lawrja fil- Kirurgija Dentali	Universita' ta Malta		Kirurgu Dentali	1 May 2004
<b>Nederland</b>	Universitair getuigsschrift van een met goed gevolg afgelegd tandartsexame n	Faculteit Tandheelkunde		Tandarts	28 Jan uary 1980
<b>Österreich</b>	Bescheid über die Verleihung des akademischen Grades 'Doktor der Zahnheilkunde'	Medizinische Fakultät der Universität		Zahnarzt	1 Janu ary 1994
<b>Polska</b>	Dyplom ukończenia studiów wyższych z tytułem 'lekarz dentysta'	1 Akademia . Medyczna, 2 Uniwersytet . Medyczny, 3 Collegium . Medicum Uniwersytetu Jagiellońskiego	Lekarsko — Dentystyczny Egzamin Państwowy	Lekarz dentysta	1 May 2004
<b>Portugal</b>	Carta de curso de licenciatura em medicina dentária	— Faculdades — Institutos Superiores		Médico dentista	1 Janu ary 1986
<b>Slovenija</b>	Diploma, s katero se podeljuje strokovni naslov 'doktor dentalne medicine/dokto rica dentalne medicine'	— Univerza	Potrdilo o opravljenem strokovnem izpitu za poklic zobozdravnik/zobo zdravnica	Doktor dentalne medicine/Doktori ca dentalne medicine	1 May 2004
<b>Slovensko</b>	Vysokoškolský diplom o udelení akademického titulu 'doktor zubného lekárstva' (‘MDDr.’)	— Vysoká škola		Zubný lekár	1 May 2004
<b>Suomi/ Finland</b>	Hammaslääketi eteen liseniaatin tutkinto/Odont ologie	—Helsingin yliopisto/Helsi ngfors universitet	Terveysturvakeskuk sen päätös käytännön palvelun	Hammaslääkäri/T andläkare	1 Janu ary 1994

	licentiatexamen	— Oulun yliopisto	hyväksymisestä/Be slut av Rättskyddscentrale n för hälsovården om godkännande av praktisk tjänstgöring		
		— Turun yliopisto			
<b>Sverige</b>	Tandläkarexamen	— Universitetet i Umeå	Endast för examensbevis som erhållits före den 1 juli 1995, ett utbildningsbevis som utfärdats av Socialstyrelsen	Tandläkare	1 January 1994
		— Universitetet i Göteborg			
		— Karolinska Institutet			
		— Malmö Högskola			
<b>United Kingdom</b>	— Bachelor of Dental Surgery (BDS or B.Ch.D.)	— Universities		— Dentist	28 January 1980
	— Licentiate in Dental Surgery	— Royal Colleges		— Dental practitioner	
				— Dental surgeon	

## 2. Dentistry curriculum at ACTA

The length of the dentistry programme at ACTA is 6 years, where the first three years contribute to the Bachelor's degree and the last three years result in the Master's degree in Dentistry. Table 2.1 summarizes the different modules, disciplines and their content per study year (Ba1-Ba3 – Bachelor's level programme, Ma1-Ma3 – Master's level programme). Only after the fulfilment of the full six-year programme and obtaining the Master's degree, the qualification of a dentist is awarded. The contents of the current curriculum do fulfil the requirements of the EU directive for Dental qualification. From 2017, a new, revised curriculum will be introduced at ACTA. The main difference with the current curriculum will be that the new curriculum will focus on a better integration of different subjects and on continuity of the different disciplines throughout the curriculum.

**Table 2.1.** Summary of the Dental programme at ACTA.

Year	Module	Study points	Disciplines	Content
Ba1	Introduction	6	Social dentistry, CEP	Introduction of Dentistry field, profession and academic competences. Insights into the role of dentist within Dental care. Professional collaborative learning within academic setting and development of academic competences.
Ba1	Cells & Tissues	4	Biochemistry, Cell biology, Physiology	Basic processes in cells and tissues. General chemical composition of cells, organelles, molecules and their function. Tissue composition, adaptation and function.
Ba1	Organ systems	8	Anatomy, Biochemistry, Physiology	General principles of composition and function of healthy human organ systems: circulation, respiratory system, metabolism, water balance, regulation and integration, movement, reproduction and first embryonic developmental stages. Introduction into head-neck anatomy.
Ba1	Molecular Biology processes	4	Biochemistry, Cell biology	Development of dentition, formation of bone and cartilage, biochemistry and molecular biology, genetics.
Ba1	The healthy mouth	8	CEP, Orthodontics, Function, Cell biology, Biochemistry, Radiology, Periodontology	Composition and function of dentition and head & neck area. Start radiological techniques.
Ba1	Infection & Inflammation	8	Microbiology, Periodontology, Diseases, Pathology	Cell damage and cellular reactions. Acute inflammatory response. Specific immune response. Introduction into oncology.
Ba1	Man & Science	5	Social dentistry	Understanding of the role of research for society and dentistry. Scientific principles in information gathering, scientific discussions.
Ba1	TVI, Communication	1	Preclinic, Social dentistry	Basic principles of communication
Ba1	TVI, Hygiene & Infection prevention	1	Preclinic	Administrative rules of infection control for dentistry. Differentiation between rules, good practice and scientific evidence regarding infection control.
Ba1	TVI, Clinical competences (test 1 & 2)	2	Preclinic	Oral hygiene on phantom head & on students
Ba1	TVI, Drilling tests	2	Preclinic, Simodont	Motoric competences on Simodont
Ba1	TVI, Filling tests	2	Preclinic	Working with composites, accounting for ergonomic work posture.
Ba1	TVI, Professional aims	8	Preclinic	Preparation and restoration, professional oral hygiene, conversation, introduction in kinesiology, impressions and gypsum models.
Ba2	Cariology & Hard dental tissues	7	Cariology, Radiology, Microbiology, Material sciences	Caries and caries management. Filling materials and their properties. Microbial biofilms.

<b>Ba2</b>	Endodontology	7		
<b>Ba2</b>	Periodontitis I	8		
<b>Ba2</b>	The diseased person	9	MKA, Physiology, Pharmacology	Study on diseases (cardiovascular disease, diabetes, allergies, pulmonary and liver diseases). General principles in pharmacology. Medical anamnesis. Introduction in local anesthesia, reanimation course and AED.
<b>Ba2</b>	Form & Function	3	Cell biology, Anatomy, Kinesiology	Composition and function of the masticatory system. Occlusion, articulation.
<b>Ba2</b>	Restoration of the function with crowns	7	Implantology Prosthodontics, Material science, Orthodontics	Functional disability of masticatory apparatus. Crown preparation and placement. materials in restorative dentistry. Orthodontic displacement.
<b>Ba2</b>	Preventive dentistry	6	Preclinic, Clinic	Cariology & Periodontology: diagnostics, risk assessment, treatment plan, clinics
<b>Ba2</b>	TVIIA, Drilling license	3	Preclinic	Caries diagnostics, excavation, preparation, restoration
<b>Ba2</b>	TVIIA, Endodontics test	3	Preclinic	
<b>Ba2</b>	TVIIA, Molar excavation test	1	Preclinic	Caries diagnostics, excavation, preparation, restoration
<b>Ba2</b>	TVIIA, Professional aims	1	CEP, Preclinics	Competences in clinical handling within cariology.
<b>Ba2</b>	TVIIB, Crown test I	4	Implantology & Prosthetics	(Metal-ceramic)Crown preparation
<b>Ba2</b>	TVIIB, Crown test II	4	Implantology & Prosthetics	Fully ceramic crown preparation
<b>Ba2</b>	TVIIB, Work discussions & replacement work	1	Implantology & Prosthetics	Performing models from impression for crowns, temporary crowns
<b>Ba3</b>	Dentist & Science	5	CEP, Social dentistry, Radiology	Evidence-based dentistry principles.
<b>Ba3</b>	Scientific internship	16	All	Scientific internship: acquiring skills in dental research
<b>Ba3</b>	Function repair with bridges	4	Function, Material science	Function repair with bridge constructions.
<b>Ba3</b>	dentist, patient & society	4	Social dentistry, Ethics	Relation of the healthy individual with environment related to dentistry. Ethics, professional attitude.
<b>Ba3</b>	Medical-dental interaction I	4	MKA, MTI, Pharmacology, Physiology	Continuation of the 'Diseased person' course
<b>Ba3</b>	Periodontitis II	4	Periodontology, Microbiology, Preventive Dentistry, Biochemistry	Biology and physiology of periodontal tissues, pathophysiology and immunobiology of periodontal infections and inflammation.
<b>Ba3</b>	Diagnostics	4	CEP, Parodontology, Radiology	Early diagnostics, risk assessment, prevention.
<b>Ba3</b>	PB, Cariology	6	Bachelor clinics	Performing the early diagnostics, risk



				assessment, treatment plan for caries management
<b>Ba3</b>	PB, Periodontology	3	Periodontology	Periodontal treatment under intensive supervision. Motivational interviewing, oral hygiene instructions, clinical assessment.
<b>Ba3</b>	PB, Radiology	2	CEP, Periodontology, Biochemistry, Social dentistry, Radiology	Management of periodontitis and caries. Control and monitoring. Ergonomic principles.
<b>Ba3</b>	PB, Intervention	1	Social dentistry, Bachelor clinic	Changing oral health behavior.
<b>Ba3</b>	TV III, Bridge preparations	2	Function, Material science	Preparation of three part ceramic bridge; preparing temporary bridge
<b>Ba3</b>	TVIII, Temporary crown with a post	1	Function, Material science	Restoration of an endodontically treated element
<b>Ba3</b>	TVII, Work discussions & replacement work	1	Function, Material science	Theoretical background for preparation of bridges
<b>Ba3</b>	Professional attitude	1		Registering of professional development. Free study time. End exam.
<b>Ba3</b>	Free study time	1		
<b>Ba3</b>	General exam	1		
<b>Ma1</b>	Function repair with removable dentures	4	Function, Material science	Function repair with removable dentures for (partially) edentate patients.
<b>Ma1</b>	Joint & salivary gland diseases	4	Kinesiology, Oral diseases, Endodontology	Pain of orofacial structures. Diagnostics and treatment.
<b>Ma1</b>	Oral diseases, oral surgery, functional anatomy	8	MKA, Anatomy, Oncology, KNO, Radiotherapy	Oral soft tissue and bone pathology, oncology, side effects of medication
<b>Ma1</b>	Pain & Trauma	4	MKA, Endodontology, Kinesiology	Examination, diagnosis and treatment of pain complaints.
<b>Ma1</b>	Growth & Development	6	Orthodontics, Radiology, Anatomy, Tooth morphology	General growth: pre- and postnatal. Genetic and growth abnormalities.
<b>Ma1</b>	Specific patient groups (incl. Pedodontology)	5	Social dentistry, Pedodontology, Ethics, Gerodontology	Treatment of specific patient groups - elderly, children, handicapped and foreign patients). Ethics, social skills
<b>Ma1</b>	Medical-dental interaction II	3	MTI, Physiology, Pharmacology	Neurological diseases. Kidney diseases.
<b>Ma1</b>	Diagnostics & Rehabilitation	4	Implantology, Prosthodontics, Parodontology, CEP, Orthodontics	Multidisciplinary approach in dentistry.
<b>Ma1</b>	Function repair with removable dentures	4	Implantology & Prosthetics	Function repair with removable dentures; treatment, rehabilitation of the function
<b>Ma1</b>	Evidence Based	12	Evidence Based	Multidisciplinary approach in dentistry.

	Dentistry in the Clinic		clinic	
<b>Ma1</b>	Evidence Based Dentistry in the Clinic, KV	3	MTI, Endodontology	Clinical competences in endodontics.
<b>Ma1</b>	Professionalism & Portfolio	1		Registering of professional development. Free study time. Exam.
<b>Ma2</b>	Diagnostics & Cases	3	Evidence Based Clinic, diverse	Multidisciplinary pathology. Evidence based decision making in dentistry.
<b>Ma2</b>	Evidence Based Dentistry in the Clinic, KV	3	Evidence Based Clinic, diverse	Clinical competences in restorative dentistry
<b>Ma2</b>	Evidence Based Dentistry in the Clinic, KWS	4	Evidence Based Clinic, diverse	Clinical competences in restorative dentistry
<b>Ma2</b>	Evidence Based Dentistry in the Clinic, OWP	23	Evidence Based Clinic, diverse	Integration and application of the knowledge in dental practice
<b>Ma2</b>	Repair of function with implants & periodontal surgery	10	Function, Material science, Cell biology, Anatomy, Periodontology, Biochemistry	Possibilities for implantology, basic principles, theory, treatment
<b>Ma2</b>	Repair of function with orthodontic treatment	5	Orthodontics	Possibilities of orthodontic treatment for repair of function, esthetic problems and profile corrections.
<b>Ma2</b>	Pedodontology	3	Pedodontology	Treatment of children. Behavioral characteristics at different ages.
<b>Ma2</b>	Management of the clinic	2	Social dentistry, Ethics	Preparing for general practice. Administrative and practical issues in dental practice management.
<b>Ma2</b>	Internships	3		Dental care outside dental clinic. Societal impact. Different patient groups.
<b>Ma2</b>	Professionalism & Portfolio	2		Registering of professional development. Free study time. Exam.
<b>Ma2</b>	Preparation for scientific internship	2	All	Preparing for scientific internship. Choice of research project.
<b>Ma3</b>	Hospital internship	11	MKA	Clinical competences in oral surgery
<b>Ma3</b>	Clinical profiles	7	Diverse	Expertise in a sub-area of dentistry for eventual sub-specialization
<b>Ma3</b>	Scientific internship	16	All	Independent research internship within dentistry. Master thesis
<b>Ma3</b>	Academic group practice	20		
<b>Ma3</b>	Irradiation safety	1	Radiology	Competences in irradiation safety rules and principles.
<b>Ma3</b>	Professionalism & Portfolio	5		Registering of professional development. Free study time. Exam.

### 3. Dentistry curriculum at the UL

The length of the dentistry programme at the UL is five years, and upon completion of the full programme, a degree in dentistry is awarded. The summary of the subjects included in the programme is given in Table 3.1. The contents of the UL curriculum do fulfil the requirements of the EU directive for Dental qualification.

**Table 3.1.** Summary of the dentistry programme at the UL.

Semester	Code	Course name	Study points
1	Biol1051	Basic biochemistry	3
	Kogn1001	Philosophy and cognitive sciences	2
	Ķīmi1055	Chemistry I	2
	ValoP208	English for medical professionals	2
	Valo1446	Latvian as a foreign language for medical professionals I	2
	Biol1059	Physiology I	2
	Medi1115	Histology	2
	Medi1116	Cell biology	3
	Medi1052	Introduction into medicine	2
		Course of individual choice	2
2	Ķīmi1020	Organic chemistry	3
	Medi1107	Professional ethics in dentistry	2
	Valo4096	Latvian for foreign students (conversation)	3
	Valo2615	English for dentistry II	3
	Biol2047	Physiology II	3
	Medi3009	Congenital diseases	2
	Medi2059	Medical embryology	2
	Medi4012	A course in emergency care and first aid	2
		Course of individual choice	1
3	Medi2057	Pharmacology	2
	Medi2067	Immunology I	1
	Medi2064	Bone-joint system. Muscles. Sensory organs	6
	Medi2066	Microbiology	1
	Medi2063	Lungs, hart, blood vessels, kidneys	6
	Medi2065	Public health. Epidemiology	2
	Medi2068	General pathology	2



<b>4</b>	Medi2058	Endocrinology	2
	Medi2061	Gastroenterology	2
	Medi2062	Hematology	2
	Medi3047	Immunology II	1
	Medi2069	Neurology	2
	Medi2070	Dietary science	1
	Medi3048	Oral anatomy	7
	Medi3049	Oral physiology	3
<b>5</b>	Medi2071	Dental biomaterials	2
	Medi3055	Preclinical course	11
	Medi3053	Oral pharmacology	2
	Medi3052	Oral microbiology	2
	Medi3051	Oral pathology	2
	Medi3054	Diet and oral health	1
<b>6</b>	Psih1012	Psychology	2
	Medi2072	Prevention and oral health promotion	2
	Medi3080	Pediatric dentistry I	1
	Medi3058	Dental occlusion and masticatory function	2
	Medi3056	Diagnosis and treatment plan	1
	Medi3078	Endodontology I	1
	Medi3077	Cariology I	1
	Medi3081	Oral and head and neck radiology I	1
	Medi3060	Oral medicine I	2
	Medi3059	Oral surgery/ pain control I	1
	Medi3076	Periodontology I	1
	Medi3057	Preventive dentistry	1
	Medi3079	Prosthodontics I	2
		Course of individual choice	2
<b>7</b>	MediR004	Internship I	20
<b>8</b>	Medi4045	Oral and head and neck radiology II	7
	Medi4047	Orthodontics I	3
	Medi4048	Pediatric dentistry II	2
	Medi4052	Oral surgery/ pain control II	2
	Medi4051	Periodontology II	2
	Medi4049	Prosthodontics II	2
	Medi4050	Cariology II	2
<b>9</b>	Medi5128	Orthodontics II	4
	Medi4053	Endodontology II	2

	Medi4054	Gerodontology	2
	Medi3082	Oral medicine II	2
	Medi5129	Oral surgery/ pain control III	4
	Medi5126	Periodontology III	4
	Medi5127	Prosthodontics III	4
<b>10</b>	VadZ3039	Establishment and management of the health care practice	2
	MediR005	Internship II	6
	MediN001	Thesis	12

### III. Database

The database containing the web-addresses and contact information of 40 national and 4 Europe-wide dental professional and/or academic organizations was created (see Appendix 5). For this, different national and international organisations were searched through online search. Not all institutions contained contact e-mail details on their web page. In those cases, a contact phone number was noted. The actual availability of the email addresses and phone numbers has not been assessed.

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### **Appendix 1**

Questionnaire in English

### **Appendix 2**

Questionnaire in Dutch

### **Appendix 3**

Questionnaire in Latvian

### **Appendix 4**

Questionnaire in Portuguese

### **Appendix 5**

Database

Competences in the academic setting in dentistry: CLIL

The purpose of this questionnaire is to gather information about the competences in dentistry as well as about the level of the English language skills required in communication with English speaking patients or colleagues.

The questionnaire is divided into three parts. The first part contains basic general questions. The second part contains questions about acquiring dentistry related skills and competences in English, and the third part deals with the level of major competences in dentistry in general and in English.

The questionnaire should only take 10 minutes to complete. Your answers will be treated with complete confidentiality. Please tick (V) one or more relevant boxes.

PART 1

1. What gender are you?

male☐

female☐

2. What is your age?

18-25☐

26-35☐

36-45☐

46+☐

3. What is your native language?

1

.....

4. Are you:

a qualified dentist☐

an undergraduate dentistry student☐

a graduate program dentistry student☐

PART 2

5. What is the language in which you study/studied dentistry?

Your native language☐

English☐

Other (please specify) ....

6. What is your proficiency level of English in dentistry?

	Limited working proficiency	Partial working proficiency	Full working proficiency	Native or bilingual proficiency
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please rate the following areas in terms of how easy/difficult each was/would be when studying dentistry in English.

	Very easy	Easy	Neutral	Difficult	Very difficult
--	-----------	------	---------	-----------	----------------

2

Dentistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional communication in English in dentistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8. What were/would be the most common problems you had/would have to face when studying dentistry in English?**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The initial level of English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of language knowledge and dentistry learning at the same time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of knowledge of terminology in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of speaking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of reading skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3

**9. If you have studied dentistry in English, state if you agree or disagree with the following statements about learning dentistry in English**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
My language skills have improved since I have started studying in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My progress in dentistry would be faster if studying it in my native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is very time consuming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To understand dentistry studied in English, I often use resources in my native one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The resources I use develop my knowledge of dentistry but do not help me with English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult for me to effectively communicate and express my opinions when studying dentistry because of the language barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4

**10. What Virtual Learning Environment (VLE) do you use/did you use when studying at university (in English or your native language)?**

- ☐ Moodle  
☐ WebCT  
☐ Other  
☐ I don't/didn't use any

**11. Are/were you satisfied with the VLE you use/used?**

- ☐ Very satisfied  
☐ Somewhat satisfied  
☐ Neutral  
☐ Somewhat dissatisfied  
☐ Very dissatisfied  
☐ Don't know

**12. For what purpose and how often do you use/did you use the VLE?**

	Daily	Several times a week	Weekly	Monthly	Never
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
File sharing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video conferencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Game based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5

Checking the Calendar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Development Planning(PDP) /Self evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with lecturers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Downloading study material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13. Which of the online tools do you prefer for collaborative learning?**

- ☐ Assignments – to submit any digital content (files), to receive grades and comments on uploaded files and assignments  
☐ Blogs - for self-expression and communicating with other students and lecturers  
☐ Chat - to have a real-time synchronous discussion  
☐ Choice – to answer a question from a choice of multiple responses specified by a lecturer  
☐ Database - to create, maintain and search a bank of record entries about any conceivable topic  
☐ External tool - to access and interact with learning resources or take part in activities on other web sites  
☐ Feedback – to give feedback about the module/course  
☐ Forum - to have asynchronous discussions, exchange ideas by posting comments

6

- ☐ Glossary - to create and maintain a list of definitions, like a dictionary
- ☐ Lesson - for studying content in flexible ways
- ☐ Quiz – to take part in quiz tests which may be automatically marked
- ☐ Survey - to help lecturers learn about their class and reflect on their own teaching

**Adapted from**

<https://www.surveymonkey.com/t/?sm=i6P105w0OiZ10wqf7WJcJCJb1AQVR81DCIZIOPDFY6U%3D>

**PART 3**

General competences essential for dentists are outlined below. Please tick (v) your satisfaction with your competence level in general and in English when executing these specific health care tasks.

1) I am able to understand and apply in my practice the professional values and standards described in the administrative processes and requirements for clinical audits

How satisfied are you with	very dissatisfied	slightly dissatisfied	neutral	slightly satisfied	very satisfied
this competence in general?					
your level of understanding in English?					

2) I am able to understand and critically evaluate information in published basic and clinical scientific research papers

|

7

How satisfied are you with	very dissatisfied	slightly dissatisfied	neutral	slightly satisfied	very satisfied
this competence in general?					
your level of understanding basic and clinical scientific research literature in English?					

3) I am able to obtain and record comprehensive medical history of patients' oral and dental state

How satisfied are you with this competence	very dissatisfied	slightly dissatisfied	neutral	slightly satisfied	very satisfied
in general?					
in English?					

4) I am able to professionally communicate with patients of different social and ethnic backgrounds and their families to identify expectations and needs, to manage their stress professionally, and to communicate with other health professionals involved in patients' care

How satisfied are you with this competence	very dissatisfied	slightly dissatisfied	neutral	slightly satisfied	very satisfied
in general?					
in professional communication in English?					

|

8



5) I am able to explain clinical findings, describing impairments of function as a result of tooth loss, clarify risks and benefits of dental materials and explain treatment options to patients of different age groups

How satisfied are you with the competence	very dissatisfied	slightly dissatisfied	neutral	slightly satisfied	very satisfied
in general?					
in interacting with patients in English?					

6) I am able to raise my patients' awareness of the prevention of oral diseases, and I can explain the synergy between oral and general health.

How satisfied are you with this competence	very dissatisfied	slightly dissatisfied	neutral	slightly satisfied	very satisfied
in general?					
when interacting with patients in English?					

Thank you for your time!

9

1

#### Competenties van tandheelkundig handelen: geïntegreerd inhoudelijk en taalkundig leren

Het doel van deze vragenlijst is om een indruk te krijgen van uw Engelse taalvaardigheid binnen uw werk als tandarts / uw studie tandheelkunde. Dit betreft zowel de communicatie met patiënten en collega's als de verslaglegging van uw studie- en beroepsactiviteiten.

De vragenlijst bestaat uit drie delen. Het eerste deel bevat vragen over enkele algemene achtergrondgegevens. Het tweede deel gaat over verschillende aspecten van een Engelstalige tandartsopleiding en het derde deel over uw beroepsmatige competenties en uw vaardigheid om die in de Engelse taal tot uitdrukking te brengen.

Het invullen van deze vragenlijst zal maximaal 10 minuten in beslag nemen. Uw antwoorden worden vertrouwelijk behandeld. De onderzoekers krijgen uitsluitend de beschikking over geanonimiseerde gegevens die niet traceerbaar zijn naar een individuele tandarts / tandheelkunde student.

#### Deel 1

##### 1. Wat is uw geslacht?

Man ☐  
Vrouw ☐

##### 2. Wat is uw leeftijd?

18-25 ☐  
26-35 ☐  
36-45 ☐  
46 jaar of ouder ☐

##### 3. Wat is uw moedertaal?

.....

##### 4. Bent u tandarts of student tandheelkunde:

tandarts ☐  
student tandheelkunde ☐

tandartsspecialist in opleiding

**Deel 2****5. In welke taal studeert u tandheelkunde of heeft u tandheelkunde gestudeerd?**Nederlands ☐Engels ☐

andere taal, namelijk: .....

**6. Hoe schat u uw niveau van het Engels in op onderstaande onderdelen in?**

	zeer hoog	hoog	niet hoog, niet laag	laag	zeer laag
Luistervaardigheid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spreekvaardigheid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leesvaardigheid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijfvaardigheid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. Geef a.u.b. aan hoe makkelijk/moeilijk het voor u is / zou zijn geweest om de volgende onderdelen van de studie tandheelkunde in het Engels te moeten doen.**

	heel makkelijk	overwegend makkelijk	niet makkelijk, niet moeilijk	overwegend moeilijk	heel moeilijk
Inhoud van de tandheelkunde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionele communicatie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8. Geef a.u.b. voor onderstaande aspecten aan hoeveel moeilijkheden die voor u meebrengen / voor u zouden hebben meegebracht tijdens de studie tandheelkunde in het Engels.**

	zeer veel	veel	niet veel,	weinig	zeer weinig tot
--	-----------	------	------------	--------	-----------------

			niet weinig		geen
Niveau van uw Engels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gebrek aan kennis van het Engels in combinatie met het leren van het vak tandheelkunde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gebrek aan kennis van tandheelkundige terminologie in het Engels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gebrek aan luistervaardigheden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gebrek aan spreekvaardigheden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gebrek aan leesvaardigheden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gebrek aan schrijfvaardigheden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. Als u tandheelkunde heeft gestudeerd in het Engels, geef a.u.b. aan of u het eens of oneens bent met de volgende stellingen.**

	helemaal mee eens	overwegend mee eens	neutraal	overwegend niet mee eens	helemaal niet mee eens
Mijn taalvaardigheden zijn verbeterd sinds het begin van mijn studie in het Engels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn studievoortgang was sneller geweest als ik in mijn moedertaal had gestudeerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het kostte veel tijd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Om het vak te begrijpen gebruikte ik vaak leermiddelen in mijn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

moedertaal					
De leermiddelen die ik gebruikte verhoogden mijn vakkennis maar niet mijn taalvaardigheden in het Engels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het was moeilijk om effectief te communiceren tijdens mijn studie door de taalbarrière	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. Gebruikt u tijdens uw studie tandheelkunde c.q. heeft u tijdens uw studie gebruik kunnen maken van een elektronische leeromgeving (ELO) of platform en zo ja, van welke?**

- ☐ Ja, Moodle  
☐ Ja, Blackboard  
☐ Ja, andere ELO  
☐ Geen

**11. Bent u/was u tevreden over de ELO die u gebruikt(e)?**

- ☐ Heel tevreden  
☐ Overwegend tevreden  
☐ Neutraal  
☐ Overwegend ontevreden  
☐ Heel ontevreden  
☐ Weet niet

**12. Kunt u a.u.b. voor onderstaande doeleinden aangeven en hoe vaak u hierbij gebruik maakt(e) van de ELO?**

	Dagelijks	Meerdere keren per week	Wekelijks	Maandelijks	Nooit
Onderzoek doen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bestanden uitwisselen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video communicatie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'Game-based' leren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opdrachten maken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deelnemen aan een quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raadplegen agenda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Portfolio bijhouden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback ontvangen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communiceren met medestudenten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online discussiëren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communiceren met docenten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Groepsproject uitvoeren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Downloaden van studiemateriaal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inzien van cijfers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online tentamen doen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13. Aan welke online tools geeft u de voorkeur?**

**Selecteer één of meer opties**

- ☐ het uploaden van de bestanden, ontvangen van de cijfers en krijgen van commentaar bij opdrachten  
☐ het uitdrukken van de eigen mening en communicatie met andere studenten en docenten via blogs  
☐ het real-time discussiëren via chatten  
☐ het beantwoorden van meerkeuzevragen bij toetsen  
☐ het verzamelen, onderhouden en doorzoeken van bestanden over een bepaald onderwerp via databases  
☐ het toegang krijgen tot web-based leermiddelen en activiteiten via een externe tool  
☐ het geven van feedback over een module/cursus  
☐ het voeren van discussies en het uitwisselen van ideeën via een forum  
☐ het maken en onderhouden van een digitale lijst met definities (zoals een woordenboek)

- ☐ het krijgen van college/werkgroepen via een digitale les
- ☐ het toetsen van kennis via een quiz
- ☐ het geven feedback aan docenten via een vragenlijst

**Deel 3**

Hieronder worden een aantal basale tandheelkundige competenties omschreven. Geef a.u.b. aan hoe tevreden of ontevreden u bent met uw niveau van het beheersen van deze vaardigheden in het algemeen en met uw niveau van het uitvoeren van deze vaardigheden in het Engels.

1) Ik begrijp de wet- en regelgeving met betrekking tot de tandheelkunde inclusief de eisen van de gezondheidsinspectie, en kan deze in mijn beroepsuitoefening naar behoren toepassen.

Hoe tevreden of ontevreden bent u met uw competenties op dit gebied:	<b>zeer ontevreden</b>	<b>Overwegend ontevreden</b>	<b>niet ontevreden en niet tevreden</b>	<b>Overwegend tevreden</b>	<b>zeer tevreden</b>
in het algemeen?					
in het Engels?					

2) Ik begrijp de wetenschappelijke literatuur op het gebied van tandheelkunde en kan de informatie hieruit kritisch beoordelen.

Hoe tevreden of ontevreden bent u met uw competenties op dit gebied:	<b>zeer ontevreden</b>	<b>Overwegend ontevreden</b>	<b>niet ontevreden en niet tevreden</b>	<b>Overwegend tevreden</b>	<b>zeer tevreden</b>
in het algemeen?					
in het Engels?					

3) Ik kan naar behoren een volledige medische en tandheelkundige anamnese afnemen en vastleggen.

Hoe tevreden of ontevreden bent u met uw competenties op dit gebied:	<b>zeer ontevreden</b>	<b>Overwegend ontevreden</b>	<b>niet ontevreden en niet tevreden</b>	<b>Overwegend tevreden</b>	<b>zeer tevreden</b>
in het algemeen?					
in het Engels?					

4) Ik kan op professionele wijze communiceren, zowel met (tandheelkundige) zorgverleners als met patiënten van verschillende sociale en etnische herkomst over hun wensen, behoeften en verwachtingen wat betreft de tandheelkundige zorg.

Hoe tevreden of ontevreden bent u met uw competenties op dit gebied:	<b>zeer ontevreden</b>	<b>Overwegend ontevreden</b>	<b>niet ontevreden en niet tevreden</b>	<b>Overwegend tevreden</b>	<b>zeer tevreden</b>
in het algemeen?					
in het Engels?					

5) Ik kan aan zowel mijn jeugdige als volwassen patiënten op een begrijpelijke manier uitleg geven over de gevolgen van mondziekten, de verschillende behandelopties en de voor- en nadelen van de toepassing van bepaalde tandheelkundige materialen en voorzieningen.

Hoe tevreden of ontevreden bent u met uw competenties op dit gebied:	<b>zeer ontevreden</b>	<b>Overwegend ontevreden</b>	<b>niet ontevreden en niet tevreden</b>	<b>Overwegend tevreden</b>	<b>zeer tevreden</b>
in het algemeen?					
in het Engels?					

6) Ik kan mijn patiënten bewust maken van het belang van goede zelfzorg om mondziektes te voorkomen en van de wisselwerking tussen mondgezondheid en algemene gezondheid.

Hoe tevreden of ontevreden bent u met uw competenties op dit gebied:	zeer ontevreden	Overwegend ontevreden	niet ontevreden en niet tevreden	Overwegend tevreden	zeer tevreden
in het algemeen?					
in het Engels?					

**Hartelijk dank voor uw tijd om deze vragenlijst in te vullen!**

### **Zobārstniecības jomā lietojamās kompetences: satura un valodas integrētā mācīšanās**

Šīs aptaujas mērķis ir iegūt informāciju par kompetencēm zobārstniecībā, kā arī par angļu valodas prasmēm, kuras ir nepieciešamas saziņā ar angliski runājošiem pacientiem vai kolēģiem.

Anketā ir trīs daļas. Pirmā daļa atspoguļo personiska rakstura informāciju. Otrajā daļā ir jautājumi par ar zobārstniecību saistītu prasmju un kompetenču apguvi; trešā daļa ietver jautājumus par kompetencēm zobārstniecībā kopumā un angļu valodā.

Atbildes uz jautājumiem aizņems tikai 10 minūtes; anketas rezultāti tiks izmantoti apkopotā veidā. Lūdzu atzīmējiet izvēlēto *atbilžu* variantu/us ar (V)!

#### **1.DAĻA**

##### **1. Jūsu dzimums**

vīrietis ☐

sieviete ☐

##### **2. Jūsu vecums**

18-25 ☐

26-35 ☐

36-45 ☐

46+ ☐

##### **3. Jūsu dzimtā valoda** (lūdzu ierakstiet kāda)

##### **4. Vai esat:**

zobārsts/e ☐

bakalaura līmeņa students/e zobārstniecībā ☐

maģistra līmeņa students/e zobārstniecībā ☐

## 2.DAĻA

## 5. Kādā valodā Jūs apgūstat/apgūvat zobārstniecību?

Dzimtajā valodā

☐

Angļu valodā

☐

Citā valodā (lūdzu ierakstīt kādā)

## 6. Kā Jūs vērtējat savas zobārstniecības jomā lietojamās angļu valodas prasmju līmeni?

	Ierobežotas prasmes	Daļēji ierobežotas prasmes	Ļoti labas prasmes	Prasmes, kas līdzinās dzimtajai valodai
Klausīšanās	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Runāšana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lasīšana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rakstīšana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 7. Lūdzu novērtēties zemāk minēto jomu grūtības pakāpi, tās apgūstot angļu valodā.

	Ļoti viegli	Viegli	Vidēji	Grūti	Ļoti grūti
Zobārstniecība	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2

Profesionāla saziņa zobārstniecības jomā angļu valodā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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## 8. Kādas bija/varētu būt vistipiskākās problēmas, apgūstot zobārstniecību angļu valodā?

	Pilnīgi piekrītu	Piekrītu	Visumā piekrītu	Nepiekrītu	Pilnībā nepiekrītu
Sākotnējais angļu valodas līmenis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valodas nepārziņāšana un vienlaicīga zobārstniecības apguve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Terminoloģijas nezināšana angļu valodā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Runāšanas prasmju trūkums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Klausīšanās prasmju trūkums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3

Lasīšanas prasmju trūkums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rakstīšanas prasmju trūkums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. Ja Jūs esat studējis/usi zobārstniecību angļu valodā, norādiet, vai Jūs piekristu vai nepiekristu zemāk minētajiem apgalvojumiem saistībā ar zobārstniecības apguvi angļu valodā (ja esat apguvis/usi zobārstniecību dzimtajā valodā, atbildes uz šiem jautājumiem ir pēc Jūsu izvēles)**

	Pilnībā piekrītu	Piekrītu	Visumā piekrītu	Nepiekrītu	Pilnībā nepiekrītu
Manas angļu valodas prasmes ir uzlabojušās, kopš esmu sācis mācīties angļu valodā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progress zobārstniecības priekšmetos būtu ātrāks, ja tos apgūtu dzimtajā valodā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tas ir ļoti laiktietilpīgi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lai saprastu zobārstniecību, kuru apgūstu angļu valodā,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4

bieži izmantoju mācību līdzekļus dzimtajā valodā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mācību materiāli, kurus lietoju, veicina zobārstniecības apguvi, bet nepalīdz apgūt angļu valodu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apgūstot zobārstniecību, valodas barjeras dēļ man ir grūti sazināties un paust savu viedokli par zobārstniecības jautājumiem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. Kādus virtuālās vides mācību līdzekļus Jūs lietojat/lietojāt, studējot?**

- ☐ Moodle  
☐ WebCT  
☐ Cits variants  
☐ Nelietoju nevienu

**11. Vai esat/bijāt apmierināts/ta ar virtuālās vides mācību materiāliem?**

- ☐ Ļoti apmierināts/ta

5



- ☐ Daļēji apmierināts/ta  
☐ Mazliet neapmierināts/ta  
☐ Ļoti neapmierināts/ta  
☐ Nav viedokļa

**12. Kādam mērķim un cik bieži Jūs lietojat/lietojāt virtuālās vides mācību materiālus?**

	Katru dienu	Vairākas reizes nedēļā	Katru nedēļu	Katru mēnesi	Nekad
Pētniecība	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Datņu apmaiņa ( <i>file sharing</i> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videokonferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mācīšanās, izmantojot spēles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uzdevumu pildīšana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testu pildīšana ( <i>Taking quiz</i> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kalendāra pārbaude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personīgās attīstības	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6

plānošana/ pašnovērtēšana					
Komentāru saņemšana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Saziņa ar citiem studentiem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tiešsaistes diskusija	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Saziņa ar pasniedzējiem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grupu projekts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mācību materiālu lejupielāde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Iepazīšanās ar atzīmēm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tiešsaistes eksāmens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13. Kuriem tiešsaistes rīkiem Jūs dodiet priekšroku, izmantojot uz sadarbību vērstu mācīšanos (*cooperative learning*)?**

- ☐ Uzdevumi - iesniegt jebkāda veida digitālu saturu (failus), saņemt atzīmes un komentārus uz lejupielādētajiem failiem un uzdevumiem  
☐ Emuāri/blogi – lai paši izteiktos un sazinātos ar citiem studentiem un pasniedzējiem  
☐ Tērzēšana- noturēt reāllaika sinhronu diskusiju  
☐ Izvēle- atbildēt uz jautājumu no vairāku atbilžu variantiem, kurus noteicis pasniedzējs  
☐ Datubāze – izveidot, uzturēt un meklēt datus par jebkuru tēmu

7

- ☐ Ārējais instruments- piekļūt un strādāt ar interaktīvajiem mācīšanās resursiem vai piedalīties aktivitātēs citās tīmekļa vietnēs
- ☐ Atgriezeniskā saite- sniegt komentārus par moduli/kursu
- ☐ Forums- piedalīties asinhronās diskusijās, apmainīties ar idejām, atstājot komentārus
- ☐ Glosārijs- izveidot un papildināt definīciju sarakstu līdzīgu vārdnīcai
- ☐ Nodarbība- lai apgūtu saturu elastīgā veidā
- ☐ Testi – piedalīties testos (*quiz*), kuri var tikt automātiski novērtēti
- ☐ Aptauja –lai palīdzētu pasniedzējiem uzzināt par studentiem un izvērtētu savu mācīšanas procesu

Anketa pielāgota projekta vajadzībām no

<https://www.surveymonkey.com/r/?sm=i6P105w00iZ10wqf7WjCJb1AQVR81DCIZIOPDFY6U%3D>

### 3.DAĻA

Lūdzu, atbildiet uz zemāk esošajiem jautājumiem par vispārējām zobārsta kompetencēm, atzīmējot ar (V) apmierinātības pakāpi gan ar savu minētās profesionālās kompetences līmeni kopumā, gan angļu valodas prasmi, veicot šos veselības aprūpes uzdevumus.

1) Es izprotu un varu izmantot savā praksē profesionālās vērtības un standartus saskaņā ar administratīvajiem procesiem un klīniskā audita prasībām

Cik apmierināts esat	ļoti neapmierināts	drīzāk neapmierināts	neitrāls vērtējums	drīzāk apmierināts	ļoti apmierināts
ar šo kompetenci kopumā?					
ar savu izpratnes līmeni angļu valodā?					

8

2) Es spēju saprast un kritiski novērtēt informāciju, publicētu populārzinātniskajos un klīniskos, zinātniskos pētniecības izdevumos

Cik apmierināts esat	ļoti neapmierināts	drīzāk neapmierināts	neitrāls vērtējums	drīzāk apmierināts	ļoti apmierināts
ar šo kompetenci kopumā?					
ar populārzinātniskās, klīniskās, zinātniskās pētniecības izdevumu izpratnes līmeni angļu valodā?					

3) Es spēju iegūt datus par pacienta mutes dobuma un zobu stāvokļiem, kā arī dokumentēt tos vispusīgā pacienta slimības vēsturē/ārstēšanas plānā.

Cik apmierināts esat	ļoti neapmierināts	drīzāk neapmierināts	neitrāls vērtējums	drīzāk apmierināts	ļoti apmierināts
kopumā?					
angļu valodā?					

4) Es spēju profesionāli sazināties ar pacientiem un to ģimenēm ar dažādu sociālo un etnisko izcelsmi, lai noteiktu viņu vēlnes un vajadzības. Profesionāli kontrolēt pacientu stresu, kā arī sazināties ar citiem veselības aprūpes speciālistiem, kas iesaistīti pacientu aprūpē.

Cik apmierināts esat	ļoti neapmierināts	drīzāk neapmierināts	neitrāls vērtējums	drīzāk apmierināts	ļoti apmierināts
kopumā ?					
profesionālajā saziņā angļu valodā?					

9

5) Es spēju izskaidrot klīnisko izmeklējumu rezultātus, aprakstīt funkcijas traucējumus, kas rodas zobu zaudējuma rezultātā, izskaidrot riskus un ieguvumus, izvēloties zobu ārstēšanā izmantojamus materiālus, kā arī izskaidrot ārstēšanas iespējas dažādu vecuma grupu pacientiem.

Cik apmierināts esat	ļoti neapmierināts	drīzāk neapmierināts	neitrāls vērtējums	drīzāk apmierināts	ļoti apmierināts
kopumā?					
saziņā ar pacientiem angļu valodā?					

6) Es spēju izskaidrot mutes dobuma slimību profilakses nozīmīgumu saviem pacientiem, kā arī spēju izskaidrot mutes dobuma un vispārējās veselības savstarpējo saistību.

Cik apmierināts esat	ļoti neapmierināts	drīzāk neapmierināts	neitrāls vērtējums	drīzāk apmierināts	ļoti apmierināts
kopumā?					
sazinoties ar pacientu angļu valodā?					

**Liels paldies par laiku, ko veltījāt, lai aizpildītu šo anketu!**

10

#### INQUÉRITO POR QUESTIONÁRIO: Formação académica em medicina dentária

Com este questionário pretende-se recolher informações acerca das competências adquiridas em medicina dentária durante a formação académica, assim como o nível de inglês que considera necessário para uma comunicação eficaz com colegas ou pacientes falantes dessa mesma língua.

Este instrumento metodológico enquadra-se numa investigação no âmbito do Projecto Europeu “*Transversal Skills in Dentistry: Content and Language Integrated Learning Approach*”, liderado pela Universidade da Letónia, em Riga, em parceria com o Laboratório dentário *Academisch Centrum Tandheelkunde Amsterdam* (ACTA) da Universidade de Amesterdão e com Instituto Superior de Contabilidade e Administração do Porto, do Politécnico do Porto.

O questionário está dividido em três partes: Parte 1: caracterização demográficas; Parte 2: aquisição de competências em medicina dentária e Parte 3: aprendizagem de conteúdos em língua Inglesa.

Todas as informações recolhidas são estritamente confidenciais. Os dados de identificação solicitados servem apenas para efeito de interpretação das outras respostas. Prevemos um tempo médio de preenchimento de 15 minutos.

Agradecemos a colaboração.

Para mais informações pode contactar Sandra Ribeiro através do email: [sribeiro@iscap.ipp.pt](mailto:sribeiro@iscap.ipp.pt)

**PARTE 1****1. Género:**

masculino

☐

feminino

☐**2. Idade:**

18-25

☐

26-35

☐

36-45+

☐**3. Língua materna:**

.....

**4. Responde ao questionário na qualidade de:**

dentista profissional

estudante de medicina dentária (Licenciatura)

estudante de medicina dentária (Mestrado ou Doutoramento)

**PARTE 2****5. Qual a língua de instrução do seu curso em medicina dentária?**

Língua materna

☐

Inglês

☐

Outra (por favor, especifique) ....

**6. Como avalia o seu inglês na área específica da Medicina Dentária?**

	Proficiência limitada	Proficiência parcial	Proficiência total	Nativo ou bilingue
Compreensão Oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desempenho Oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leitura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Escrita	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. Classifique as seguintes áreas em termos de facilidade/dificuldade no estudo de Medicina Dentária se a língua de instrução foi/fosse o inglês.**

	Muito fácil	Fácil	Neutro	Difícil	Muito Difícil
Conteúdo (medicina dentária)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comunicação profissional em inglês na área da Medicina Dentária	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. Quais os problemas mais comuns que enfrentou/teria de enfrentar no estudo de Medicina Dentária em inglês?**

	Concordo plenamente	Concordo	Neutro	Discordo	Discordo totalmente
O nível inicial de inglês	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de ferramentas linguísticas e de aprendizagem de medicina dentária em simultâneo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de conhecimento de	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

terminologia em inglês					
Falta de competências ao nível do desempenho oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de competências ao nível da compreensão oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de competências ao nível da leitura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de competências ao nível da escrita	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9. Se a língua de instrução foi inglês, considere as seguintes afirmações acerca da aprendizagem de Medicina Dentária nesta língua**

	Concordo plenamente	Concordo	Neutro	Discordo	Discordo totalmente
As minhas competências linguísticas melhoraram desde que comecei a aprender inglês	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A minha evolução na Medicina Dentária seria mais rápida se tivesse estudado na minha língua materna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ocupa muito do meu tempo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Para compreender Medicina Dentária em inglês, utilizo recursos na minha língua materna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Os recursos que utilizo desenvolvem o meu conhecimento em	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Medicina Dentária, mas não me ajudam com o inglês					
É muito difícil para mim comunicar de forma eficaz e expressar as minhas opiniões no estudo de Medicina Dentária devido à barreira linguística	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. Que Ambiente Virtual de Aprendizagem (AVA) utiliza/utilizou no ensino superior (em inglês ou na sua língua materna)?**

- ☐ Moodle  
☐ WebCT  
☐ Outro  
☐ Não utilizo/utilizei

**11. Está satisfeito com o AVA que utiliza/utilizou?**

- ☐ Muito satisfeito  
☐ Algo satisfeito  
☐ Neutro  
☐ Algo insatisfeito  
☐ Muito insatisfeito  
☐ Sem opinião

### 12. Com que objectivo e com que frequência utiliza/utilizou o AVA?

	Diariamente	Várias vezes por semana	Semanalmente	Mensalmente	Nunca
Investigação	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partilha de ficheiros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videoconferência	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aprendizagem à base de jogos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Realização de trabalhos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mini testes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consulta do calendário	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desenvolvimento Pessoal/ Auto-avaliação	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obter <i>feedback</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comunicar com outros estudantes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussões <i>online</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comunicar com docentes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trabalhos de grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descarregar material de estudo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consulta de classificações	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avaliações <i>online</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 13. Das seguintes ferramentas *online*, quais prefere para aprendizagem colaborativa?

- ☐ Trabalhos – submeter qualquer conteúdo digital (ficheiros), receber avaliações e comentários a ficheiros submetidos e trabalhos
- ☐ *Blogs* - para a auto-expressão e comunicação com outros estudantes e docentes
- ☐ *Chat* - para conversar em tempo-real

- ☐ Escolha – para responder a uma pergunta de uma série de respostas múltiplas escolhidas pelo docente
- ☐ Base de dados - para criar, manter e pesquisar um banco de entradas acerca de um determinado tópico
- ☐ Ferramenta externa - para aceder e interagir com recursos educativos ou participar em actividades noutros *websites*
- ☐ *Feedback* – para dar opiniões sobre o módulo/curso
- ☐ Fórum - para ter discussões assíncronas, trocar ideias através de comentários
- ☐ Glossário - para criar e manter uma lista de termos e definições, como um dicionário
- ☐ Lição - para o estudo de conteúdo de forma flexível
- ☐ *Quiz* – para participar em testes que possam ser automaticamente avaliados
- ☐ Inquérito - para ajudar os docentes a perceber o funcionamento das suas aulas e reflectir sobre o seu próprio método de ensino

### PARTE 3

Esta parte descreve algumas competências gerais consideradas essenciais para dentistas. Assinale a sua satisfação com o seu nível de competência em geral e em Inglês ao executar essas tarefas específicas.

#### 1) Eu sou capaz de entender e aplicar na minha prática os valores profissionais e as normas descritas nos processos administrativos e requisitos para auditorias clínicas

	Insatisfeito	Ligeiramente insatisfeito	neutro	Ligeiramente satisfeito	Muito satisfeito
Competência em geral					
Competência em língua inglesa					

- 2) Eu sou capaz de entender e avaliar criticamente informação de investigação científica básica e clínica
- 3) Eu sou capaz de obter e registar o histórico clínico dos pacientes
- 4) Eu sou capaz de comunicar profissionalmente com pacientes de diferentes origens sociais e étnicas e seus familiares para identificar expectativas e necessidades, para gerir o seu nível de stresse, e para se comunicar com outros profissionais de saúde envolvidos no cuidado dos pacientes

- 5) Eu sou capaz de expor casos clínicos, descrevendo deficiências das funções como resultado de perda de dentes, esclarecer quais os riscos e benefícios de materiais dentários e, explicar as opções de tratamento a pacientes de diferentes faixas etárias
- 6) Eu sou capaz de sensibilizar os meus pacientes para necessidade de uma boa prevenção das doenças orais, e explicar as implicações entre o bem estar geral e a saúde oral.

Agradecemos a colaboração.

Nr	Organization	Type of organization	Country	Website	Contact	Members	Size of the organization
1	Österreichische Zahnärztekammer - Austrian Dental Chamber	Professional	Austria	<a href="http://www.zahnärztekammer.at">www.zahnärztekammer.at</a>	<a href="mailto:office@zahnärztekammer.at">office@zahnärztekammer.at</a>	Dentists	
2	Chambres Syndicales Dentaires (CSD)	Professional	Belgium	<a href="http://www.inclisf.org">www.inclisf.org</a>	<a href="mailto:csd@inclisf.org">csd@inclisf.org</a>	Dentists	
3	Verbond der Vlaamse Tandartsen (VVT)	Professional	Belgium	<a href="http://www.tandarts.be">www.tandarts.be</a>	<a href="mailto:verbond@vvt.be">verbond@vvt.be</a>	Dentists	
4	Bulgarian Dental Association	Professional	Bulgaria	<a href="http://www.bzs.bg">www.bzs.bg</a>	<a href="mailto:office@bzs.bg">office@bzs.bg</a>	Dentists	
5	Continental European Division of the International Association for Dental Research	Professional/Research	Continental Europe	<a href="http://www.ced-iadr.eu">www.ced-iadr.eu</a>	<a href="mailto:ced.iadr@uzleuven.be">ced.iadr@uzleuven.be</a>	Dentists & Researchers	
6	Croatian Dental Chamber	Professional	Croatia	<a href="http://www.hkdm.hr">www.hkdm.hr</a>	<a href="mailto:hkdm@hkdm.hr">hkdm@hkdm.hr</a>	Dentists	
7	Cyprus Dental Association	Professional	Cyprus	<a href="http://www.dental.org.cy">www.dental.org.cy</a>	<a href="mailto:cd@vianet.com.cy">cd@vianet.com.cy</a>	Dentists	
8	Czech Dental Chamber	Professional	Czech Republic	<a href="http://www.dent.cz">www.dent.cz</a>	<a href="mailto:stepankova@dent.cz">stepankova@dent.cz</a>	Dentists	
9	Danish Dental Association	Professional	Denmark	<a href="http://www.tandlaegeforeningen.dk">www.tandlaegeforeningen.dk</a>	<a href="mailto:info@tandlaegeforeningen.dk">info@tandlaegeforeningen.dk</a>	Dentists	
10	Estonian Dental Association	Professional	Estonia	<a href="http://www.ahl.ee">www.ahl.ee</a>	<a href="mailto:tallinn@ht.ee">tallinn@ht.ee</a>	Dentists	
11	Council of European Dentists (CED)	Professional	Europe	<a href="http://www.eudental.eu">www.eudental.eu</a>	<a href="mailto:ced@eudental.eu">ced@eudental.eu</a>	Dentists	over 340000
12	Association for Dental Education in Europe	Academic/Professional	Europe	<a href="http://www.adee.org">www.adee.org</a>	+353 1 612 7287 / 7235	Dental students&Dentists	
13	European Dental Students' Association	Academic	Europe	<a href="http://www.edisaweb.org">www.edisaweb.org</a>	<a href="mailto:secretary@edisaweb.org">secretary@edisaweb.org</a>	Dental students	
14	Finnish Dental Association	Professional	Finland	<a href="http://www.hammaslääkäriliitto.fi">www.hammaslääkäriliitto.fi</a>	<a href="mailto:toimisto@hammaslääkäriliitto.fi">toimisto@hammaslääkäriliitto.fi</a>	Dentists	
15	Confédération Nationale des Syndicats Dentaires (CNSD)	Professional	France	<a href="http://www.cnsd.fr">www.cnsd.fr</a>	<a href="mailto:genin@cnsd.fr">genin@cnsd.fr</a>	Dentists	
16	Bundeszahnärztekammer	Professional	Germany	<a href="http://www.bzaek.de">www.bzaek.de</a>	<a href="mailto:info@bzaek.de">info@bzaek.de</a>	Dentists	
17	Hellenic Dental Association	Professional	Greece	<a href="http://www.eso.gr">www.eso.gr</a>	<a href="mailto:haidemas@otenet.gr">haidemas@otenet.gr</a>	Dentists	
18	MOK Fogorvosok Területi Szervezete (Dental Section of the Hungarian Medical Chamber)	Professional	Hungary	<a href="http://www.kamara.fogorvos.hu">www.kamara.fogorvos.hu</a>	<a href="mailto:kamara@fogorvos.hu">kamara@fogorvos.hu</a>	Dentists	
19	Magyar Fogorvosok Egyesülete (Hungarian Dental Association)	Professional	Hungary	<a href="http://www.mfe-bda.hu">www.mfe-bda.hu</a>	+ 36 / 1 2674 907	Dentists	
20	Tannlaeknafelag Islands - Icelandic Dental Association	Professional	Iceland	<a href="http://www.tannsi.is">www.tannsi.is</a>	<a href="mailto:tannsi@tannsi.is">tannsi@tannsi.is</a>	Dentists	
21	Irish Dental Association	Professional	Ireland	<a href="http://www.dentist.ie">www.dentist.ie</a>	<a href="mailto:info@irishdentalassoc.ie">info@irishdentalassoc.ie</a>	Dentists	
22	Associazione Nazionale Dentisti Italiani (ANDI)	Professional	Italy	<a href="http://www.andi.it">www.andi.it</a>	<a href="mailto:esteri@andinazionale.it">esteri@andinazionale.it</a>	Dentists	
23	Associazione Italiana Odontoiatri (AIO)	Professional	Italy	<a href="http://www.aio.it">www.aio.it</a>	<a href="mailto:segreteria@aio.it">segreteria@aio.it</a>	Dentists	
24	Latvian Dental Association	Professional	Latvia	<a href="http://www.la-zobi.lv">www.la-zobi.lv</a>	<a href="mailto:info@la-zobi.lv">info@la-zobi.lv</a>	Dentists	
25	Lithuanian Dental Chamber	Professional	Lithuania	<a href="http://www.odontologurumai.lt">www.odontologurumai.lt</a>	<a href="mailto:rumai@odontologurumai.lt">rumai@odontologurumai.lt</a>	Dentists	
26	Association des Médecins-Dentistes du Grand-Duché de Luxembourg	Professional	Luxembourg	<a href="http://www.ammd.lu">www.ammd.lu</a>	<a href="mailto:secretariat@ammd.lu">secretariat@ammd.lu</a>	Dentists	
27	Dental Association of Malta	Professional	Malta	<a href="http://www.dam.com.mt">www.dam.com.mt</a>	<a href="mailto:info@dam.com.mt">info@dam.com.mt</a>	Dentists	
28	Norwegian Dental Association	Professional	Norway	<a href="http://www.tandlaegeforeningen.no">www.tandlaegeforeningen.no</a>	<a href="mailto:pos@tandlaegeforeningen.no">pos@tandlaegeforeningen.no</a>	Dentists	
29	Polish Chamber of Physicians and Dentists	Professional	Poland	<a href="http://www.nil.org.pl">www.nil.org.pl</a>	<a href="mailto:stomatologia@hipokrates.org">stomatologia@hipokrates.org</a>	Dentists	
30	Ordem dos Médicos Dentistas - Portuguese Dental Association	Professional	Portugal	<a href="http://www.omd.pt">www.omd.pt</a>	<a href="mailto:pda@omd.pt">pda@omd.pt</a>	Dentists	
31	Romanian Dental Association of Private Practitioners	Professional	Romania	<a href="http://www.dental.ro">www.dental.ro</a>	<a href="mailto:amsp@r-dental.ro">amsp@r-dental.ro</a>	Dentists	
32	Romanian Society of Stomatology	Professional	Romania		<a href="mailto:epsa70@psnet.ro">epsa70@psnet.ro</a>	Dentists	
33	Slovak Chamber of Dentists	Professional	Slovakia	<a href="http://www.skrl.sk">www.skrl.sk</a>	<a href="mailto:dent@skrl.sk">dent@skrl.sk</a>	Dentists	
34	The Medical Chamber of Slovenia	Professional	Slovenia	<a href="http://www.zrs-mcs.si">www.zrs-mcs.si</a>	<a href="mailto:Lea.Zizek@zrs-mcs.si">Lea.Zizek@zrs-mcs.si</a>	Dentists	
35	Consejo General de Colegios de Odontólogos y Estomatólogos de España - Spanish Dental Association	Professional	Spain	<a href="http://www.consejodentistas.es">www.consejodentistas.es</a>	<a href="mailto:consejo@consejodentistas.es">consejo@consejodentistas.es</a>	Dentists	
36	Swedish Dental Association	Professional	Sweden	<a href="http://www.tandlakarforbundet.se">www.tandlakarforbundet.se</a>	<a href="mailto:kansli@tandlakarforbundet.se">kansli@tandlakarforbundet.se</a>	Dentists	
37	Schweizerische Zahnärzte-Gesellschaft - Société Suisse d'Odonto-stomatologie (SSO) - Società Svizzera di Odontologia e Stomatologia	Professional	Switzerland	<a href="http://www.sso.ch">www.sso.ch</a>	<a href="mailto:sekretariat@sso.ch">sekretariat@sso.ch</a>	Dentists	
38	De Koninklijke Nederlandse Maatschappij tot bevordering der Tandheelkunde (KNMT) - Royal Dutch Dental Association	Professional	The Netherlands	<a href="http://www.knmt.nl">www.knmt.nl</a>	<a href="mailto:info@knmt.nl">info@knmt.nl</a>	Dentists	~8000 dentists
39	Academic Centre for Dentistry Amsterdam (ACTA) - joined Faculty of Dentistry of two Amsterdam universities - VU Amsterdam and University of Amsterdam (UvA)	Academic	The Netherlands	<a href="http://www.acta.nl">www.acta.nl</a>	<a href="mailto:info@acta.nl">info@acta.nl</a>	Undergraduate, postgraduate dentistry students, teachers; dentists, researchers; supporting staff	~800 students, 500 staff members; 150 PhD students
40	Department of Dentistry, Medical Faculty of Radboud University Nijmegen (Radboud UMC)	Academic	The Netherlands	<a href="http://www.radboudumc.nl/Onderwijs/ople">www.radboudumc.nl/Onderwijs/ople</a>	tel: +31-24-3614127	Undergraduate, postgraduate dentistry students, teachers; dentists, researchers; supporting staff	??
41	Centre for Dentistry and Oral Hygiene (CTM), Medical Faculty of Groningen University (UMCG)	Academic	The Netherlands	<a href="http://www.umcg.nl/NL/UMCG/Afdelingen/CTM@umcg.nl">www.umcg.nl/NL/UMCG/Afdelingen/CTM@umcg.nl</a>		Undergraduate, postgraduate dentistry students, teachers; dentists, researchers; supporting staff	??
42	Quality Practice Tandartsen - Postgraduate training for dentists	Professional, post-graduate training	The Netherlands	<a href="http://www.qualitypractice.nl/">www.qualitypractice.nl/</a>	<a href="mailto:qp@acta.nl">qp@acta.nl</a>	Dentists	??
43	Nederlandse Vereniging van Tandartsen (NVT) - Dutch Dental Society	Professional	The Netherlands	<a href="http://www.nvt.nu/">www.nvt.nu/</a>	<a href="mailto:info@nvt.nu">info@nvt.nu</a>	Dentists	~ 2500 dentists
44	British Dental Association	Professional	United Kingdom	<a href="http://www.bda.org">www.bda.org</a>	<a href="mailto:u.matthaeus@bda.org">u.matthaeus@bda.org</a>	Dentists	