Abstract

Assessment of Ardabil Dental School Educational Environment From The Perspective of Dental Students The Covid-19 Pandemic Based on DSLES Model

Introduction: One of the methods to maintain and improve the quality of education in line with global growth is the continuous evaluation of the educational environment and its related pillars. In this way, the strengths and weaknesses of the system can be understood. The aim of this study was to evaluate the educational environment of the School of Dentistry from the perspective of Ardabil dental students during the Covid 19 pandemic based on the DSLES model.

Methods and materials: In this descriptive cross-sectional study, 197 pre-clinical and clinical students of Ardabil Dental School studying in 1400 were studied. A 48-item DSLES questionnaire was used to collect data. Data analysis was performed using descriptive statistics and T-test and analysis of variance was performed using SPSS software version 22.

Results: The results of the analysis of 7 components of the educational environment based on the DSLES questionnaire showed that the mean and standard deviation of relations between students (2.18 ± 0.50), the organization of the educational program (2.16 ± 0.49), the appropriateness of educational activities, respectively. With educational goals (1.81 ± 0.46), attention to students' concerns (1.70 ± 0.49), development of learning and extracurricular activities (1.66 ± 0.47), flexibility of educational program (1.61 ± 0.43) and emotional atmosphere (1.54 ± 0.41). Also, the mean and standard deviation in the whole questionnaire (educational environment) was estimated to be ($1.82. \pm 0.30$). The results also showed that there is no significant difference in the educational environment of Ardabil Dental School from the perspective of Ardabil dental students based on gender, age, marriage, entrance and grade point average ($P < 0.05$); But there was a significant difference based on pre-clinic and clinic training course, being local and interest in the field ($P < 0.05$).

Conclusion: Based on the results, it is suggested that more attention be paid to flexibility in the content of the curriculum and also to more communication channels between students and faculty officials to respond to their concerns.

Keywords: education environment, DSLES model, dental students.