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ORIGINAL

Presentation software: a tool to achieve motivation in first-year dental students

Software de presentación: herramienta para lograr motivación en estudiantes de primer año de estomatología

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ABSTRACT

The use of presentation software, specifically Microsoft PowerPoint, as an educational tool can have a significant impact on the motivation and learning of first-year stomatology students. This paper discusses the importance of visual support in stomatology education and how visual presentations can improve student comprehension and retention. It highlights the relevance of graduate studies in stomatology and the need to motivate students early in their career to consider specialization. Through practical examples and clear benefits, it demonstrates how incorporating videos and other interactive tools into presentations can make learning more dynamic and effective, better preparing students as future specialists.

Keywords: Postgraduate; Prosthodontics; Orthodontics; Periodontics; Maxillofacial Surgery; Specialties; Motivation.

RESUMEN

El uso de software de presentación, específicamente Microsoft PowerPoint, como herramienta educativa puede tener un impacto significativo en la motivación y el aprendizaje de los estudiantes de primer año de estomatología. Este trabajo analiza la importancia del apoyo visual en la enseñanza de estomatología y cómo las presentaciones visuales pueden mejorar la comprensión y retención de los estudiantes. Se destaca la relevancia de los estudios de posgrado en estomatología y la necesidad de motivar a los estudiantes desde el inicio de su carrera para que consideren la especialización. A través de ejemplos prácticos y beneficios claros, se demuestra cómo la incorporación de videos y otras herramientas interactivas en las presentaciones puede hacer que el aprendizaje sea más dinámico y efectivo, preparando mejor a los estudiantes como futuros especialistas.

Palabras clave: Postgrado; Prótesis; Ortodoncia; Periodoncia; Cirugía Maxilofacial; Especialidades; Motivación.

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INTRODUCTION

According to the guidelines of the Ministry of Higher Education (MES), the objective of higher education in Cuba is to ensure that professionals have solid, broad-based theoretical and practical training that responds to a range of problems related to their profession and facilitates a comprehensive, interdisciplinary education focused on competence and skills.[1]

Postgraduate education promotes learning and updating for university students, enabling them to perform better in their professional and academic activities and enriching their cultural and scientific heritage. It involves teaching and learning processes, research, innovation, and artistic creation, which, when coordinated, ensure its feasibility and relevance.[2]

In the National Health System, one of the objectives of postgraduate training is to develop skills and abilities that, together with social health policy, generate opportunities to establish an alternative dynamic in the search for content close to contextual social needs and values.[3] Although postgraduate training has been a fundamental element for the development, instrumentalization, and transfer of knowledge to professional and academic practice, it is no less accurate that the fundamental exchange value of postgraduate studies today lies in the development of capacities that make it possible to establish cross-disciplinary links that can have an impact on the sustainable resolution of problems in contemporary society.[4]

Postgraduate specializations are part of professional development, enabling the acquisition and continuous improvement of knowledge and skills for better professional performance in their responsibilities and functions.[5] The production and dissemination of knowledge are subject to constant review. Therefore, universities must ensure that students develop the research skills necessary to use academic resources effectively for their professional training and to promote lifelong learning.[6] Medical science universities are responsible for responding to this social mandate, and postgraduate studies are moving in this direction.

Stomatology is one of the branches of medical science, consisting of five specialties: one in primary care (Comprehensive General Stomatology), considered a continuation of studies, and four specialties in secondary care, which are taught full-time in Havana. There is a shortage of secondary care specialists in the municipality. It is precisely from postgraduate studies, as a training institution for human resources in the different specialties. Given the need to promote the training of secondary care specialists in the municipality, we are motivated to carry out this work to design presentation software for first-year students of stomatology.

This software will motivate first-year stomatology students to see the value of continuing their postgraduate studies.

METHOD

A PowerPoint presentation software was developed for first-year dentistry students as a tool to motivate them early on and encourage them from the outset to join the student assistant program, which can guide them in choosing their assistantship when they reach their second year of study and to choose a secondary care specialty once they graduate. In addition, the presentation aimed to encourage learning, maintain student interest, enrich knowledge, and promote the training of specialists in the municipality.

Considering these first-year students' limited knowledge, a visually appealing presentation was created to capture their attention and use language as simply as possible to facilitate a clear and easy understanding of concepts. The vocabulary used was as non-technical as possible and covered concepts, texts, and a gallery of images that included professors, graduates, and technicians in stomatology. Videos were used to provide a clear and practical visual representation of stomatological procedures, and a basic bibliography was provided to help students delve deeper into the topics covered. In addition, English terminology was used to familiarize students with the degree program's technical vocabulary in later years.

RESULTS

The number of secondary care specialists in each healthcare unit on Isla de la Juventud does not correspond to the required staffing levels. Of the 18 specialists the municipality should have, only nine are distributed among the four healthcare units, one contracted and one located outside the city. The authors believe this is due to the recent mass exodus, the location of the teaching facilities for these specialties, and a lack of motivation

Table 1. Staff covered and required by each care unit, September 2024

Specialty	Polyclinic 1		Polyclinic 2		Polyclinic 3		Clinic		HHB		Total	
	required	covered	required	covered	required	covered	required	covered	required	covered	required	covered
Prosthetics	1	1	1	1	1	1	2	1	-	-	5	4
Orthodontics	1	1	1	1	1	-	1	-	-	-	4	2
Periodontics	1	1	1	-	1	1	1	-	-	-	4	2
CMF	-	-	-	-	-	-	-	-	5	3	5	3
Total	3	3	3	2	3	2	4	1	5	3	18	11

The number of secondary care specialists in training is only four residents in the specialties of prosthetics and orthodontics, two in their first year and two in their second year. Considering that the specialties are three years long, we would still need another year to have two specialists.

Table 2. Secondary care specialists in training

Specialty	IN TRAINING			Total
	R-1	R-2	R-3	
	1	2	-	3
Prosthetics	1	-	-	1
Orthodontics	-	-	-	-
Periodontics	-	-	-	-
CMF	2	2		4

CONCLUSIONS

- Training specialists in stomatology is a priority in the current social context in which the health sector is developing.
- The use of modern technology can play a crucial role in motivating first-year students in stomatology.
- Through the presentation, students will be able to choose secondary care specialties, thus increasing the number of specialists who contribute to the training of future professionals in the health sector, thereby improving the oral health of the people of Pinero.

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

AUTHORSHIP CONTRIBUTION

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