



Exchange on discussion platform between students of Dentistry and Kinesiology-Physiatry

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Article History

Received: 03.11.2024

Accepted: 14.12.2024

Published: 15.01.2025

Abstract: In the Research Methodology Department of the Faculty of Medical Sciences of a private University of Mar del Plata, Argentina, the following activity was presented to be developed during 15 days in an asynchronous way: To promote the exchange of opinions between students of Dentistry and Kinesiology and Physiatry on their role in the approach to a patient. The proposal is developed in the following way. A premise is placed on the platform. The link is shared with the participants. The activities they had to do to prove it were posted. Postural alterations, bite disorders, risk of oral infection, state of joints and muscles of the face, neck, swallowing and speech disorders are some of the aspects that stand out. It is important that the heads of the different departments promote spaces for reflection and active work among students from different medical science courses, since in the future they will be working in teams to deal with problematic situations associated with the management of patients facing scenarios that arise.

Keywords: Dentistry, Kinesiology-Physiatry, craneos kull, exchange opinion.

Cite this article:

Minnaard, V. A., Riba, G., (2025). Exchange on discussion platform between students of Dentistry and Kinesiology-Physiatry. *ISAR Journal of Multidisciplinary Research and Studies*, 3(1), 22-25.

Introduction

As time goes by, the forms of "knowledge production" are changing in response to perceived advances. Thus, Acosta Valdeleón, Carreño Manosalva, (2013, p 85). Refer to a Mode 3 and this proposal generates in the University the responsibility to train its students in certain competences in view of their professional future. Innovation is key to advancing responses from the University to a society that is asking for solutions to unresolved situations that arise (Del Mastro Vecchione, 2015). And innovation comes hand in hand with new technologies that, like a rhizome, have been growing and advancing in all areas and spaces of our planet. Aparicio Gómez, (2018). favours reflection on the possibilities from the pedagogy of new technologies and how this is a challenge.

The changes are also reflected in the communicational aspect due to the incorporation of the world of the web (Cebrián Herreros, 2009). But emotions should not be left out of consideration in learning (Benavidez, Flores,(2019).It has been studied that emotions produce modifications of a chemical nature that generate changes in behavior (Velásquez Burgos, de Cleves, Calle Márquez, 2009). The Faculty of Medical Sciences of a private university in Mar del Plata, Argentina offers five degree programmers'. Among them are Medicine, Dentistry, Bachelor in Nutrition, Bachelor in Kinesiology and Physiatry and Bachelor in Speech Therapy. This teaching team is responsible for the subject Research Methodology in them. The syllabus of each subject establishes, among other

aspects, the technical-professional competences, institutional identity competences and skills.

In the Medical Sciences degree courses, among other technical-professional competences are proposed and among the skills that are contemplated for this experience, the following stand out: Uses critical thinking and has an investigative attitude. Participates in discussion forums on the Platform on different topics associated with Scientific Research. Communicates knowledge through clear and precise language, appropriate to the demands of scientific discourse, demonstrating skills in the incorporation of quotations and recognizes the authors hypothec texts worked on, avoiding the incursion into plagiarism. Uses ICT tools in their academic environment to prepare practical work, search for and locate reliable sources and participate in forums. Contextualizes their actions from an axiological point of view. And among the Institutional Identity Competences, the following are preferred, among others for this research Identifies characteristics of the investigative spirit such as creative skills, logical thinking, objectivity, hierarchical capacity, research ethics, among others, to reach the planned stages of the research process Participates in discussion forums on the Platform on different issues raised associated with research Searches, selects and uses the information in its proposal. Learns continuously and autonomously.

The proposed objective was: To promote an exchange of views between dental students and students of Kinesiology and Physiatry on their role in the management of a patient admitted with craniofacial trauma in the year 2024.

Materials and Methods

The chair in charge of Methodology continuously analyzes the educational proposals that it carries out. On this occasion, the research carried out is contextualized as descriptive. The sample consisted of 44 students from the Dentistry and Kinesiology and Physiatry degree courses, selected on a non-probabilistic basis by convenience. The teaching team permanently monitors the participation of each one of them. The students carry out the proposed activities asynchronously for 15 days. The platform used for the exchange of opinions is free to use and free of charge. One of its strengths is that it develops a thread in the argument of the participants and this allows them to express themselves by writing down their opinions and agreeing or disagreeing with their classmates.

Results

The proposal is developed in the following way. The students register on the platform and the teachers share the link to access the proposal, which this time was called *Thinking in an Interdisciplinary way between Kinesiology and Dentistry*.

A premise is placed on the platform:

"Imagine you are a member of a health team and a patient with a head injury is admitted to the hospital where you work.

What aspects would you consider in the initial assessment of the

patient? What would be your contribution from an interdisciplinary perspective?

And what risk factors could be avoided?"

Once students register on the platform they can, in addition to the premise, visualize the activities to be carried out individually. In this opportunity each one of them had to write two arguments, two arguments under the arguments of the other students, two arguments under their own arguments and vote for two arguments. The system indicates in each case for example 0/2 Arguments and as the student makes each proposal the numbers are modified. Activities are considered complete when the student achieves 8/8 or above.

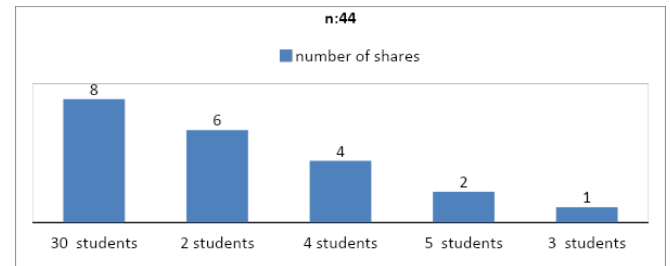


Figure 1: Number of activities completed by number of students

It can be seen in the figure the number of students who comply with the 8 proposed activities, in this case 30.

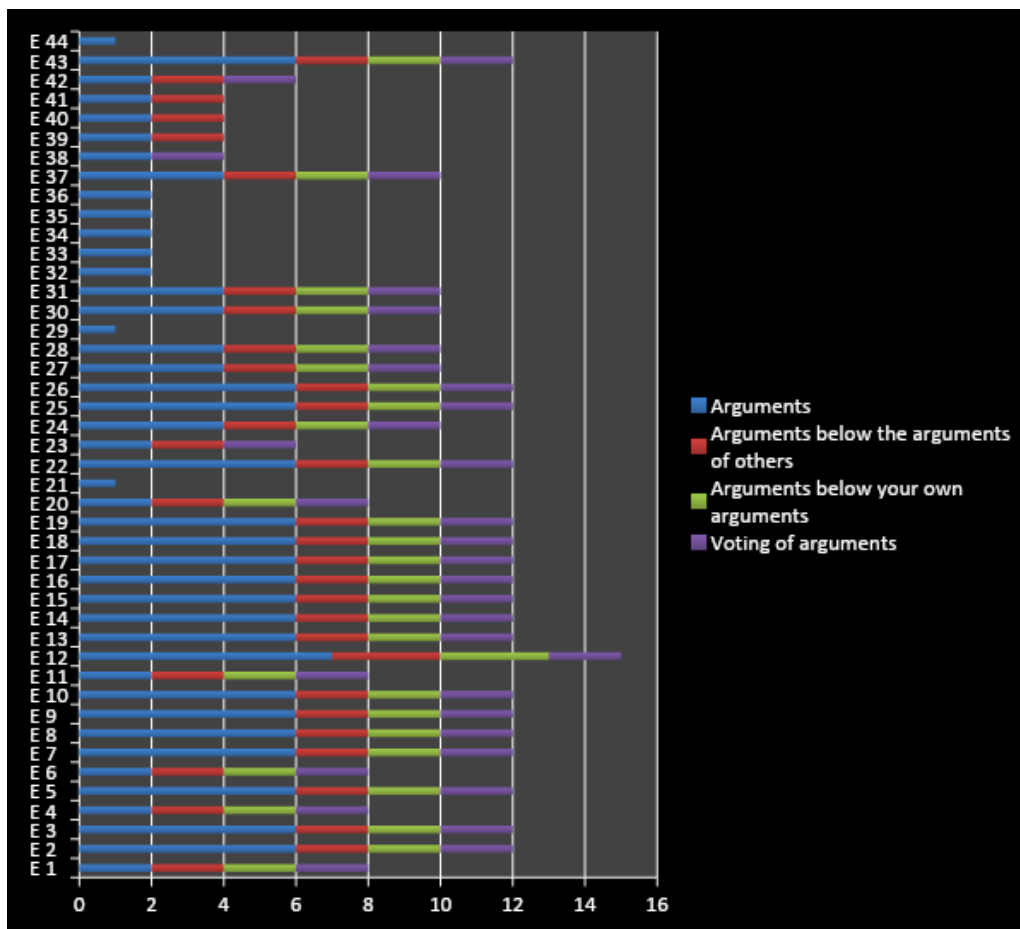


Figure 2 Type of contribution according to students

But analyzing in detail the interventions of each of the students, it can be seen that E12 has not only fulfilled the 8 interventions but has also made 7 arguments 3, arguments under the arguments of the others 3 arguments under his own argument 2 votes.

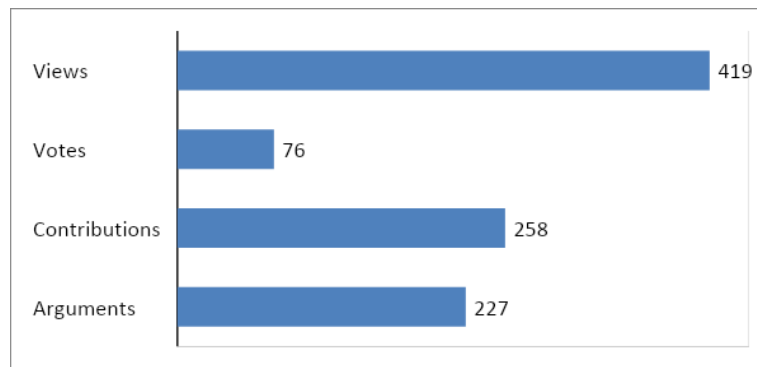


Figure 3: Number of actions carried out

The platform also provides statistics on the number of views it has had, in this case 419 times, 76 arguments have been voted in favour, 227 arguments have been made. In the case of contributions, which amounted to 258, these are the actions of the participants, either to indicate that they agree or disagree with an argument, or simply to add to the information provided in one of the arguments.

Table 1: Frequency of identification information highlights in the argument

Information highlights in the argument	Frequency	Percentage
Need for treatment plan	25	56,81
Work interdisciplinary	32	72,72
Need to make decisions	12	27,27
Identify the type of craniofacial trauma	22	50,00
Perform initial evaluation	25	56,81
Analyze jaw, neck and head mobility	23	52,27
Evaluate loss, fracture or avulsion of teeth	18	40,90
Determine if there are psychological consequences	10	22,72
Bite disorders	18	40,90
Analyze the patient's facial features	32	72,72
Examine if the patient takes previous medication	15	34,09
Use a scale to measure the degree of pain	28	63,63
Examine if there are feeding difficulties	14	31,81
Need to perform x-rays and tomography scans	30	68,18
Examine infection risk factors	32	72,72
Find out if airway problems are identified	30	68,18
Examine for neurological sequelae	27	61,36
Prevent or eliminate oral infections	32	72,72
Prevent post-surgical infections	35	79,54
Perform exercises or physical therapy	26	59,09

The table shows in green colour the percentages of those contributions that exceeded 50% of the participants.

Discussion and Conclusion

García Magna, et al (2011, p.389) invites us to redirect the methodology that as academics we implement in the face of the moments we are experiencing. It is important that the heads of the different departments promote spaces for reflection and active work among the students of the different medical science degrees, since in the future they will work in teams to address problematic situations associated with the management of patients in the

scenarios that arise. Goleman, Senge, (2016) in their book *"Triple Focus A new approach to education"* (p42) highlights that by employing technology there is a perceived "potential synergy" and this allows students to develop/strengthen skills. As Carvajal Escobar, (2010) indicates, to solve problems that arise in society in an interdisciplinary manner given that discipline alone will not be able to provide an answer. The platform allows students to observe the participation of their classmates and, as the activity is asynchronous, it gives them time for reflection, as they can enter as

many times as they wish. And if the objective is to train students to be open to an interdisciplinary approach as future members of health teams, it is necessary for teaching teams to design innovative and motivating activities. De Pablos Pons (2018, p. 93).emphasizes that new technologies provide an opportunity to change in various aspects but it is important within each academic center how this is received.

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