

Immediate Formative Pre-Feedback in Clinical Procedures for Dental Students

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Abstract

In dental education, developing safe clinical interventions is essential. This study analyzes the effects of an immediate formative pre-feedback assessment method implemented to help students enhance their clinical intervention skills. A mixed-method data collection approach was employed with a group of 9th- and 11th-semester dental students. Despite some limitations, the findings suggest significant benefits. The results indicate a highly positive perception of the course and the assessment method among students, leading to improvements in personal efficacy and confidence. The method promotes rigorous preparation, changes in study habits, and fosters deep learning. Future research should explore additional educational contexts and examine the long-term impact of this feedback on academic performance.

Keywords

Immediate pre-feedback, perceived usefulness, self-confidence, personal efficacy beliefs.

