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PEER LEARNING IN THE FACULTY OF DENTISTRY UNLP

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This work is for the research project peer learning in dental education in FOUNLP. **Objective:** Define the analysis indicators that guide research, explore the benefits and challenges of peer learning and the degree of student satisfaction with this modality. **Methods:** there is an open survey, 29 females and 21 males of Stomatology Biochemistry II course this year to investigate: the expectations of the course, the story of a peer learning experience, benefits and difficulties brought this dynamic and its relationship to the formation as a dentist. We define the indicators that guide the research: defining expectations; aspects taken into account in the narrative; degree of benefits and difficulties contributed and relationship between peer learning and training as dentists. **Results:** 100% of women said as knowledge learning expectation Similar responses were observed in 96% of men. The 2% refers to "the relationship with peers" and 2% did not respond. While not report group experiences, both girls and boys is satisfactory appreciation in 24.13% and 19.04%, good in 68%, 66% and insignificant in 6% and 14% respectively. Regarding the benefits, both students and pupils say the exchange of ideas 55.17% and 24.13%, greater understanding, 27.58% and 47.61% and higher ratio 17% and 13% respectively. Regarding the difficulties: in 34% of women recognizes no, 34% said "discussions" and the remaining 31% "disinterest". In men, 52% said no difficulty and the rest recorded distraction and discomfort. As for the relationship with vocational training, women express: 48% better relationship, discuss 31%, more research and 20% male: 71% relate better and achieve 42% agreement. **Conclusion:** We found a significant recognition and interest in this dynamic work, what motivates its emphasis in future proposals.

Key words: peer learning

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PEER INTERACTION IN DENTAL MATERIALS IN FOUNLP

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The paper corresponds to a research project on peer learning in dental education in FOUNLP There is now a very present idea on the importance of peer work in vocational college. Explore, explain, inform, investigate, are fundamental activities to build learning and this is further strengthened when we put into play in situations of peer interaction. **Objective:** To create a space of mutual interaction in which students discuss, reflect and take ownership of knowledge applied in problem situations or practices **Methodology:** the universe was formed by 42 students who attended Dental Materials, randomly divided into groups of no more than four members performed a descriptive qualitative study characterized by an observational registry intended to gather information based on two-dimensional analysis (academic and social) with their respective indicators **Results:** with respect to the academic dimension shows a variety of behaviors depending on the groups may recognize that a significant number of students develop critical thinking (52%), shows interest in the topic (76%) and comprises (95%) achieved 60% expected to meet expectations regarding the oral communication regarding the social dimension are perceived different performances: 83% interact with the teacher, 71% interact with their peers and 60% are able to take the ideas of their peers. It is difficult to assess the extent to which reviews are designed to ideas and not to people **Conclusion:** significantly enthusiasm, commitment and understanding of the subject achieved by students against this type of work.

Key words: Peer interaction

