Becoming a dentist: characteristics, experiences and performance of students in the early years of the Adelaide dental course

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List of achievements and professional development activities – Dimitra Lekkas during candidature for PhD 1999-2009

Research and Teaching grants


Published papers during candidature


Published abstracts during candidature


• Suksudaj N, Winning T, Townsend G, Kaidonis J and Lekkas D (2009) What factors influence learning of psychomotor skills by dental students?. 2nd Meeting of the International Association of Dental Research (IADR) Pan Asian Pacific Federation (PAPF), the 1st Meeting of IADR Asia/Pacific Region (APR) and the 47th Annual Meeting of the IADR Australia and New Zealand Division, 22-24 September, Wuhan, China.


Conference/workshop presentations by Dimitra Lekkas


• International Association for Dental Research (IADR) Australian and New Zealand Division 42nd Annual Scientific Meeting (2002): Science Meets Clinic, Sydney, Australia, September. Poster presentation, *Experiences of dental students undertaking a hybrid PBL course*.


• International Association for Dental Research (IADR) Australian and New Zealand Division 43rd Annual Scientific Meeting (2003): From benchtop to community, Melbourne, Australia, September. Oral presentation, *Experiences of students in a hybrid PBL course: the second year challenge*.


- The 84th General Session and Exhibition of the International Association for Dental Research (2006) Brisbane, Australia 27 June-1 July. Poster presentation, *Student progression following changes to a curriculum and admission process*. 


- ‘Say it write’ Tri-symposium (2006) The University of Adelaide, Flinders University and the University of South Australia. Attendance and participation in 3 x workshops including writing a 5000 word draft paper for publication and oral presentation. *A new dental curriculum and admission process: are student characteristics and performance affected?*. 

**Other professional development activities (as a researcher)**

- Co-supervision of postgraduate students/undergraduate student research projects 
  - Undergraduate dental education student vacation research project: Keith Lew (2002-03) *Estimation of patients’ dental developmental age through the analysis of radiographic images: development of an online teaching resources* (Winning T, and Lekkas D). 

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- Conference/workshop attendance
  - University of Adelaide Graduate Centre: Research education programs. Attendance to two workshops (2006). ‘What are examiners looking for when they assess a research thesis?’ 24 May and ‘Producing a thesis in the sciences’ 3 October.
  - Journal review sessions conducted by Craniofacial and Biology Research Group and Dental Education Research Group, School of Dentistry, The University of Adelaide (2000-2006).
Glossary of Terms
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridging course</td>
<td>Pathway for overseas qualified dentists to gain a dental degree that allows registration to practice in Australia. The Adelaide School of Dentistry bridging course was a two-year course which articulated with the fourth and fifth year Adelaide Bachelor of Dental Surgery course.</td>
</tr>
<tr>
<td>Bridging student</td>
<td>An overseas qualified dentist who was admitted to the Adelaide School of Dentistry bridging course.</td>
</tr>
<tr>
<td>Conventional curricula (traditional)</td>
<td>Discipline-based or discipline-organised dental or medical curricula that are often divided into preclinical and clinical subjects or training periods.</td>
</tr>
<tr>
<td>Course</td>
<td>In this thesis, the term ‘course’ is used to refer to the entire five-year Adelaide dental course. ‘Program’ may also be an alternative term.</td>
</tr>
<tr>
<td>Deferred-entry student</td>
<td>Someone who has taken time out from an academic year but not due to academic failure. These students usually return to continue their dental studies.</td>
</tr>
<tr>
<td>International (overseas) student</td>
<td>For the purpose of the current study international students were those who were not Australian permanent residents. This includes students who were residents of New Zealand. International (excluding New Zealand residents) were admitted to the Adelaide dental course via the international student admission process.</td>
</tr>
<tr>
<td>Later-year entry student</td>
<td>Someone who has commenced a dental course in another Australian dental school and transferred to the Adelaide School of entry, most often in a year level other than first year.</td>
</tr>
<tr>
<td>Local/domestic/home student</td>
<td>For the purpose of the current study local students were those who were Australian permanent residents.</td>
</tr>
<tr>
<td>MATE student</td>
<td>Adelaide dental students who were admitted via the Malaysian-Australia Tertiary Education Scheme. These students were not admitted via the multifaceted admission process as per students for entry during 1998-2001.</td>
</tr>
<tr>
<td>Metropolitan/urban student/residence</td>
<td>An Australian tertiary student who comes from an area that has been determined a metropolitan/urban location based on postcode of home residence.</td>
</tr>
<tr>
<td>Non-government secondary (independent) school</td>
<td>An Australian secondary education institution that is predominantly funded by private school fees with some government funding.</td>
</tr>
<tr>
<td>Non-school leaver</td>
<td>A student who has completed or partly completed a previous tertiary Bachelor degree or higher level course of study at an Australian or overseas university.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>Repeating student</td>
<td>Student who has failed the year due to academic reasons and had to repeat the same year.</td>
</tr>
<tr>
<td>Residence/place of residence</td>
<td>The place at which a tertiary student has been or is residing. Two categories of residence are to be distinguished:</td>
</tr>
<tr>
<td></td>
<td>Semester/term residence – the residence in which a tertiary student lives during the semester or term. This may not be the same as the student’s permanent home address.</td>
</tr>
<tr>
<td></td>
<td>Permanent home address – the place a student regards as being their permanent home residence. This may not be the same as the student’s semester/term home address.</td>
</tr>
<tr>
<td>Rural student/residence</td>
<td>An Australian tertiary student who comes from an area that has been determined a rural location based on postcode of home residence.</td>
</tr>
<tr>
<td>School leaver</td>
<td>A student who has not commenced, completed or partly completed a previous tertiary Bachelor degree or higher level course of study at an Australian or overseas university.</td>
</tr>
<tr>
<td>Soup kitchen</td>
<td>A centre or place that offers meals, at no cost or a subsidised rate. Such activities are organised usually by charities or church groups.</td>
</tr>
<tr>
<td>Subject</td>
<td>In this thesis, the term ‘subject’ is used to refer to a unit of study that may run for a length of one semester or an entire academic year. ‘Course’ may also be used as an alternative term.</td>
</tr>
<tr>
<td>Swot vac</td>
<td>Study (‘vacation’) period prior to an examination period.</td>
</tr>
<tr>
<td>Tertiary Entrance Rank</td>
<td>The measure/score used by Australian tertiary institutions for admission purposes. Tertiary entrance scores are equivalent in all states of Australia (equivalent except for Queensland). The scores are made equivalent by procedures developed by the Australian Tertiary Admission system taskforce which developed the Equivalent National Tertiary Entrance Rank (ENTER) scores. Before the ENTER was developed it was difficult to judge performance of interstate applicants. The measure ranges from zero to 99.95. In South Australia the measure is referred to as Tertiary Entrance Rank (TER). For the purpose of this study this nomenclature is used to refer to previous academic achievement of Australian school leavers (Marks et al. 2001).</td>
</tr>
<tr>
<td>Transfer student</td>
<td>Student who commenced a dental course in another Australian dental school and has been admitted to an appropriate year level, as determined by the Adelaide School of Dentistry, Admissions committee. Places for such students are limited.</td>
</tr>
</tbody>
</table>