



Evaluation of dentistry professors before and during the COVID-19 pandemic

Evaluación de profesores de odontología antes y durante la pandemia por COVID-19

Avaliação de professores de odontologia antes e durante a pandemia de COVID-19

ABSTRACT

Introduction: Student evaluations of professors through surveys are valuable instruments for adjusting to higher education. During the COVID-19 pandemic, face-to-face education was suspended to comply with health guidelines. **Objective:** To determine the effect of technology-mediated learning on professors' evaluations of students in the Dentistry academic program at *Universidad del Valle* for theoretical subjects before and during the pandemic. **Materials and methods:** A descriptive and retrospective study was conducted. The quantitative phase utilized the faculty evaluation system database. The periods 2018 (n = 218), 2019 (n = 296), 2020 (n = 68), and 2021 (n = 347) were reviewed, and the years 2018-2019 and 2020-2021 were compared. The qualitative phase employed the focus group technique. **Results:** The median faculty evaluation 2018 was 4.84/5.0, in 2019: 4.94/5.0, in 2020: 4.87/5.0, and in 2021: 4.75/5.0. Significant differences between 2018 and 2019 ($p = 0.047$) and 2019 and 2021 ($p = 0.00$) were found. The content analysis of the two focus groups generated four categories: student study methodologies, discipline and routines, professor teaching methodologies, and emotions and socialization. **Conclusions:** For students, face-to-face learning remains crucial in the educational process.

Keywords: Evaluation study; dentistry; COVID-19. (Source: DeCS, Bireme).

Sustainable development goals: Good health and well-being; quality education. (Source: SDG, WHO).

RESUMEN

Introducción: La evaluación de profesores por los estudiantes, a través de encuestas, es un instrumento útil para realizar ajustes en la educación superior. Durante la pandemia por COVID-19 se cerró la educación presencial para cumplir con los lineamientos de salud. **Objetivo:** Determinar el efecto del aprendizaje, mediado por tecnologías, en la evaluación de profesores del programa académico de Odontología de la *Universidad del Valle*, realizada por estudiantes en las asignaturas teóricas, antes y durante la pandemia. **Materiales y métodos:** Estudio descriptivo y retrospectivo, donde la fase cuantitativa utilizó la base del sistema de evaluación docente. Se revisaron los periodos 2018 (n = 218), 2019 (n = 296), 2020 (n = 68) y 2021 (n = 347), y se compararon los años 2018-2019 y 2020-2021. La fase cualitativa utilizó la técnica de grupos focales. **Resultados:** La mediana de la evaluación docente en 2018 fue: 4,84/5,0, en 2019: 4,94/5,0, en 2020: 4,87/5,0 y en 2021: 4,75/5,0; las diferencias fueron estadísticamente significativas entre los años 2018 y 2019 ($p = 0,047$) y 2019 y 2021 ($p = 0,00$). El análisis de contenido de los dos grupos focales generó cuatro categorías: metodologías de estudio de los estudiantes, disciplina y rutinas, metodologías de enseñanza de los profesores, emociones y socialización. **Conclusiones:** Para los estudiantes, la presencialidad sigue siendo trascendental en el proceso formativo.

Palabras clave: Estudio de evaluación; odontología; COVID-19. (Fuente: DeCS, Bireme).

Objetivos de desarrollo sostenible: Salud y bienestar; educación de calidad. (Fuente: ODS, ONU).

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The data used for analysis in this project have been consolidated by the team at the School of Dentistry Directorate, including interview transcripts and generated analysis files. These comply with *Universidad del Valle's* ethics policy, which ensures respective anonymity.

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RESUMO

Introdução: A avaliação dos professores pelos alunos por meio de pesquisas é uma ferramenta útil para fazer ajustes no ensino superior. Durante a pandemia da COVID-19, o ensino presencial foi encerrado para cumprir as diretrizes de saúde. **Objetivo:** Determinar o efeito da aprendizagem mediada por tecnologia na avaliação dos docentes do programa acadêmico de Odontologia da *Universidad del Valle*, realizada pelos alunos das disciplinas teóricas, antes e durante a pandemia. **Materiais e métodos:** Estudo descritivo e retrospectivo, onde a fase quantitativa utilizou como base o sistema de avaliação docente. Foram revisados os períodos de 2018 (n = 218), 2019 (n = 296), 2020 (n = 68) e 2021 (n = 347), e comparados os anos de 2018-2019 e 2020-2021. A fase qualitativa utilizou a técnica de grupo focal. **Resultados:** A mediana da avaliação dos professores em 2018 foi: 4,84/5,0, em 2019: 4,94/5,0, em 2020: 4,87/5,0 e em 2021: 4,75/5,0; as diferenças foram estatisticamente significativas entre os anos de 2018 e 2019 ($p = 0,047$) e 2019 e 2021 ($p = 0,00$). A análise de conteúdo dos dois grupos focais gerou quatro categorias: metodologias de estudo dos alunos, disciplina e rotinas, metodologias de ensino dos professores, emoções e socialização. **Conclusão:** Para os alunos, o aprendizado presencial continua sendo crucial no processo de aprendizagem.

Palavras-chave: Estudo de Avaliação; odontologia; COVID-19. (Fonte: DeCS, Bireme).

Metas de desenvolvimento sustentável: Saúde e bem-estar; educação de qualidade. (Fonte: MDS, OMS).

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