Abstract

Aim: Describe and analyze through a professor’s scholarly narrative a two-year experience using online videoconference as a tool for long distance teaching the dentofacial deformities’ subject. Method: Qualitative autobiographical narrative is used as a method to describe the teaching experience. This method is used in education and humanities. The narrative combines elements of reflection with the description and analysis of the teaching experiences using videoconference. Results: Three important points are presented. The first one is the class format and methodology. The second aspect is how to make the student feel the interactive guidance with the professor in the learning process. The third one is how to control the factors related to technology. As a conclusion, some studies are proposed to give scientific support to the teaching learning process through online videoconference.

Keywords

Dentofacial deformities, narrative, online videoconference, orthodontics, postdoctoral students of orthodontics, professor, students, teaching, videoconference.