

BACKGROUND

Well-developed countries in higher education, led by the USA, have been receiving increasing numbers of international students in the past two decades. Therefore, it is important to evaluate the performance and perception of International compared to US students to ensure the academic success of the international students.

PURPOSE

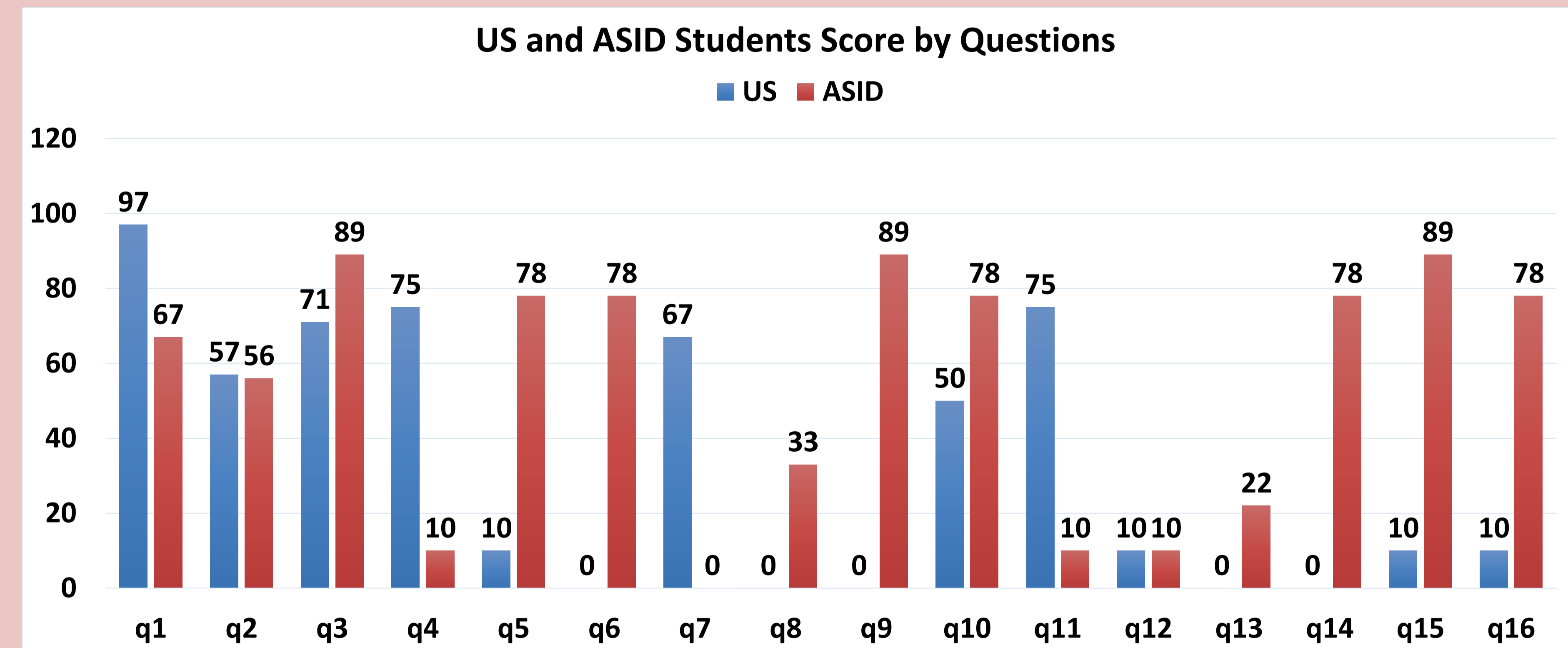
The aim of this study was to evaluate the performance and perception of international compared to US students in predoctoral education for pediatric dentistry curriculum.

RESULTS

The perception of the international and US students toward the pediatric dentistry curriculum was similar. The mean scores of international students was 70.93 while it was 55.75 for the US students. Test scores for US students were higher in 31% of the answers while international students were higher in 56% of the answers. Only 13% of the answers were equal between the international and US students. Communication with the international students to explain all necessary procedures help their ability to adapt to the new educational system and adjust their cultural differences.

METHODS

The international and US students were invited to participate in this study as part of their educational sessions. Data collected regarding their test scores in pediatric dentistry curriculum as well as their perception of didactic and test-taking strategies used in US. The students were formally instructed on the format of the assessment and grading procedures. Anonymity was maintained and only scores of each question were obtained to analyze the data.



CONCLUSIONS

The perception of the international and US students toward pediatric dentistry curriculum was similar. The performance of the international and US students was relatively comparable in some aspects.