Distance education in the form of correspondence study has a formal history of approximately 150 years. While correspondence was and continues to be an important and flexible form of education, advances in communication technologies have come to provide alternative means of communication such as the radio. The radio provided the earliest means of delivering education other than through the traditional university setting.

The aim of this study is to evaluate the difference in increasing the students’ satisfaction by using a live radio broadcast or a traditional seminar as teaching tool.

In the 2015 a classroom of undergraduate students in Dentistry (fifth year) received a traditional seminar about a specific topic (Control Group). At the end of the seminar the group answered a questionnaire about the significance and the effectiveness of the seminar. During the 2016 a classroom of undergraduate students in Dentistry (fifth year) followed a live radio broadcast program about a specific topic (Study Group). The live broadcast was of 55 minutes, the first part was dedicated to introducing the topic (15 minutes), during the second part a specialist joined in the topic’s subject (15 minutes), and the last part was dedicated to answering the questions received during the live broadcast by instant message channel (10 minutes). Three minutes of music airtime among each part were planned. At the end of the broadcasting the student answered the same questionnaire answered by the control group.

Evaluation of the data collected with the questionnaire showed a greater effectiveness of live broadcast rather than traditional seminar. The topic seems to be better followed during an interactive activity. 100% of subjects of the study group answered positively to the questions about effectiveness, significance and relevance. 72% of subjects in the control group answered positively about the effectiveness of traditional seminar as teaching tool.

Nowadays communication is completely based on the internet, smartphones and connectivity and the findings of this study showed that a web-radio could increase the student compliance to e-learning and also be successful in holding the audience’s attention.

Figure 1. Picture of the station for the orthodontic web radio live broadcasting.

Figure 2. The audience in the different days. In orange the days of the live broadcasts.

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