

for participant bias whereby learners provide answers they believe would benefit the research team. Nonetheless, in the wider literature, there is limited evidence examining the role of open- and closed-book examinations in dentistry, and this evaluation provides further support for future directed research.

## Conclusion

The COVID-19 impact on education is substantial, not only on finances for universities and educational establishments, but also on learner experiences. Dental education continues to evolve in the current climate and educators must seek to evaluate new models of assessment, including remote open-book assessment and virtual platforms instead of face-to-face assessments. Sharing best practice across dental schools is key to enable robust evidence-based examinations, which is integral to ensure learners are able to demonstrate learning outcomes to graduate as safe beginners and begin their professional career.

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Selected results of this study have previously been published in the *British Dental Journal*.

### Ethics declaration

Ethical approval was not sought after the article involves data gathered for the purpose of service evaluation in an education institution.

### Conflict of interest

None declared.

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## Correction to: Cause for applause

The original article can be found online at <https://www.nature.com/articles/s41415-021-3294-3>

### Journal's correction note:

News article *Br Dent J* 2021; **231**: 78.

When this article was originally published, the image caption incorrectly identified the dentist featured as Dr Neil Sikka. The journal apologises for any inconvenience caused.